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Acquisition de compétences

Backhaus, A. (2026). **Measuring Cognitive Skills in African Labor Markets: A Bounding Approach to Non-Completion in the STEP Surveys**. *LABOUR*, *40*(4), 471-486. https://doi.org/10.1111/labr.70028
This paper addresses the problem of assessment non-completion in surveys within the context of cognitive skills measurement in sub-Saharan Africa. The World Bank's STEP Skills Measurement Program represented a major initiative to measure skills in low- and middle-income countries, with surveys conducted in two African countries, Ghana and Kenya. While STEP aimed at measuring cognitive skills by producing literacy skill scores comparable to those of the PIAAC assessment of skills in OECD countries, I show that participation in the standardized literacy assessment suffered from high rates of non-completion, amounting to 60% in Ghana and 33% in Kenya. I then highlight STEP's methodology to address non-completion, documenting that STEP's treatment of non-completers depends on the reason for non-completion rather than the assessment stage reached. I further point out a divergence in the scoring procedure between Ghana and Kenya that compromises STEP's cross-country comparability. In response, I propose a decomposition that sequentially incorporates the non-completers using a harmonized imputation model for both countries, complemented by nonparametric bounds. I find that under varying assumptions about the non-completers, the imputation produces a narrower bound on the Ghanaian and Kenyan skill distributions than the nonparametric approach, while still implying sizable skill gaps relative to literacy skills measured in OECD countries. I also show that the treatment of non-completion can materially shift estimated returns to skills. The findings provide guidance from a partial identification perspective for handling assessment non-completion problems in applied research and for the design of future skill assessments in low- and middle-income countries.

Bartee, J. S. (2026). **Augmented curriculum: personalizing the curriculum with social-emotional and affective content**. *Journal of Curriculum Studies*, *58*(5), 737-757. https://doi.org/10.1080/00220272.2026.2634694
Today's educational environment finds school districts increasingly purchasing and enforcing the use of commercially produced curricula comprised of pre-sequenced lessons, often restricting teachers' opportunities to tailor instruction to the individual needs and interests of their students. This qualitative study examines how elementary performing and visual arts teachers negotiate such constraints by infusing lessons with emotional and affective dimensions that foster students' personal engagement. This study used the research method of educational criticism and connoisseurship, a method developed by Elliot Eisner using strong ties with the arts. The findings of the study indicated that the participating teachers made deliberate discissions to infuse their lessons with material that was personally relevant to their students. By augmenting the existing curriculum, the teachers were able to keep the integrity of the lesson, while at the same time provide personalization for their students. To highlight these additions, the new term 'augmented curriculum' is proposed for addition to the existing curriculum lexicon. The augmented curriculum has far-reaching implications, well beyond the performing and visual arts classrooms, and has the potential to expand the discourse within the field of curriculum, regardless of the topic and age of the students.

Beaudoin, M.-S., & Macfadyen, L. P. (2026). **Self-Regulated Learning Skills Contribute to Academic Success and Academic Resilience in First-Year Students Enrolled in an Online Physiology Course**.

The Canadian Journal for the Scholarship of Teaching and Learning, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22491
Self-regulated learners can independently plan, carry out, and evaluate their own learning process, and self-regulated learning (SRL) is positively associated with academic success. However, youth, limited post-secondary experience, and online delivery are all factors independently associated with poorer SRL skills. Since the COVID-19 pandemic, online course offerings have flourished, creating unprecedented challenges for first-year undergraduate students. Using a mixed-method approach, this study examined how SRL attitudes and behaviours contributed to the success and/or resilience of students enrolled in an online introductory physiology course. SRL skills were significantly associated with students' final grades. High-achieving students also planned to use more learning strategies that are supported by evidence compared to their lower-achieving peers. Importantly, SRL skills also contributed to student ability to improve throughout the term. "Greatest improvers" adequately identified necessary changes to their study methods and were more likely to do so early in the semester, compared to less resilient students. Conversely, an astounding 60% of low-achieving students who expressed dissatisfaction with their midterm exam grades were unable to identify alternate learning strategies to prepare for the final exam. This suggests that having a more extensive "SRL studying toolbox" allows students to choose task-appropriate study methods and to adjust their learning behaviors when necessary. Promoting academic success for entry-level students in online environments requires more than teaching course content. Rather, it necessitates instructional methods that scaffold SRL to encourage students to adopt effective learning techniques and attitudes.

Berterreix, C., & Reydy, C. (2026). **Coenseigner pour former : l'influence des régulations entre coenseignant·e·s sur les apprentissages des novices**. *Revue hybride de l'éducation*, *10*(5), 1-53. https://doi.org/10.1522/rhe.v10i5.2079
La formation initiale enseignante française s'appuie sur des stages visant à favoriser « une entrée progressive dans le métier de professeur » (Ministère de l'Éducation Nationale, 2025, p. 11). Ces stages réunissent une, deux, voire trois personnes novices encadrées par un tuteur ou une tutrice au sein d'une même classe. La recherche collaborative IMPACT (Innovation des Méthodes et Pratiques d'Aménagement des situations de Classe pour le Tutorat) investigue les apprentissages professionnels des enseignant·e·s novices, leur vécu et celui de leur tuteur ou tutrice dans des situations de classe aménagées via du coenseignement (Berterreix et al., 2025). Les régulations entre coenseignant·e·s semblent influencer favorablement le vécu et les apprentissages des personnes formées (Berterreix, soumis a). Cependant, rares sont les études qui interrogent véritablement les effets des régulations entre coenseignant·e·s lors d'une situation de classe à visée formative. Ainsi, inscrite en anthropologie culturaliste (Bertone et Chaliès, 2015; Chaliès et Bertone, 2021), l'analyse menée met en regard les significations attribuées à leurs actions par les coenseignant·e·s (tuteurs et novices). Les principaux résultats mettent en avant différentes natures et fonctions de régulations favorables aux apprentissages et au vécu des novices.

Brosch, H., Langer, C., Lergetporer, P., Mueller, S., Pfeifer, H., & Tschoepe, N. (2026). **Task Expansion with Generative AI: Experimental Evidence on Middle-Skilled, Early-Career Workers**. *CESifo Working Paper Series*. Consulté à l'adresse https://ideas.repec.org//p/ces/ceswps/_13045.html
Does generative artificial intelligence (AI) expand the set of tasks that middle-skilled, early-career workers can successfully perform? In a field experiment with 673 final-year IT apprentices at twelve German vocational schools, we randomly assign access to AI for completing occupation-

specific tasks. To identify task expansion, we study tasks both within the apprenticeship curriculum and deliberately beyond it. AI raises productivity substantially across all task types, with gains tending to be larger on tasks where performance without AI is lowest. Crucially, productivity increases by 26–31 percentage points on tasks beyond apprentices' formal training, providing direct evidence of AI-enabled task expansion. These productivity gains do not come at the cost of reduced immediate task comprehension. Treatment effects are generally larger among apprentices with above-median AI literacy.

Brossette, B., Persia-Leibnitz, L., Chalbos, M.-J., Prugnieres, C., & Ducrot, S. (2026). **Measuring Reading Time: Comparing Logged and Self-Reported Data in Relation to Reading Skills**. *Society for the Scientific Study of Reading : Thirty Third Meeting*. Consulté à l'adresse https://hal.science/hal-05840394
Background: Children's reading time at home plays a critical role in their reading development. However, existing measures of reading time, based on self-reports, are often biased. Logged data from mobile apps may offer a more reliable alternative, as shown in studies examining screen time in digital media use. Objectives: This study compared logged and self-reported measures of reading time and examined their associations with reading skills in French primary school children. Method: One hundred and nine children from Grade 1 to Grade 5 and their parents participated. Parents completed a retrospective questionnaire estimating weekly reading time (self-reported measure). They then used a mobile application to record their child's reading activities in real time over a 14-day period (logged measure). All children were assessed on their reading fluency. Results and Conclusions: The self-reported measure yielded significantly higher reading time estimates (M = 6.26 hours/week) than the logged measure (M = 2.11 hours/week), with a moderate correlation between the two (r = .45). Crucially, the logged measure showed stronger predictive validity for reading fluency (r = .39) than the self-reported measure (r = .25). Regression analyses confirmed that when both measures were included simultaneously, only the logged reading time remained a significant predictor of reading performance. These findings suggest that logged measures obtained via ambulatory assessment (here, using a mobile app) provide more accurate estimates of reading time and superior predictive validity compared to traditional self-reports. This methodology offers promising avenues for future research on reading habits and literacy development.

Calvetti, C. (2026). **Témoignage d'une stagiaire ayant participé à l'expérience de stage en coenseignement développemental en triade (Henallux)**. *Revue hybride de l'éducation*, *10*(5), 1-17. https://doi.org/10.1522/rhe.v10i5.2071
Dans le cadre d'une recherche menée à la Haute École de Namur Liège Luxembourg, sur les modalités d'un stage en coenseignement développemental en triade, ce témoignage illustre le vécu et les effets de ce dispositif sur une des deux stagiaires impliquées. Il décrit l'utilisation des différents modes de planification, la façon dont les stagiaires ont choisi les configurations de coenseignement ainsi que les raisons de ces choix. Les bénéfices du stage en coenseignement développemental en triade sont relevés tant pour les stagiaires que pour les élèves. Des éléments concernant le bienêtre ressenti de la stagiaire, la construction de son identité enseignante et l'évolution de ses compétences professionnelles sont détaillés. Enfin, la stagiaire formule des recommandations à destination des institutions formatrices visant à créer des conditions propices à cette expérience de stage en coenseignement développemental.

Chan, T. H. (2026). **Perceived Educational Value and Challenges of Oral Presentations among Final-Year English Majors at a Vietnamese University: A Cross-Sectional Survey of Student Perceptions**. *Scientia. Technology, Science and Society*, *3*(10), 136-142. https://doi.org/10.59324/stss.2026.3(10).11
Oral presentations are widely used in higher education to support disciplinary learning and communication-related competencies, yet favourable student perceptions do not in themselves demonstrate measured skill gains. This exploratory study examined final-year English majors' perceptions of the educational value and challenges of oral presentations at Thu Dau Mot University in southern Vietnam. A cross-sectional online questionnaire was completed by 60 students and analysed descriptively. Self-reports were generally favourable: 49 respondents (81.7%) agreed or strongly agreed that preparing and delivering presentations improved their communication skills, 48 (80.0%) reported improved confidence in presenting information, and 47 (78.3%) perceived benefits for time-management and organisational skills relevant to future work. At the same time, 43 students (71.7%) found it difficult to choose a topic that was both interesting and challenging, 44 (73.3%) reported significant anxiety when speaking before classmates, and 46 (76.7%) felt overwhelmed by research and preparation. Students therefore appear to value presentations while continuing to experience substantial affective and preparatory barriers. Interpretation is limited by the small, single-institution, non-probability sample, the researcher-developed self-report instrument, and the absence of a comparison group or objective pre–post assessment. The study describes perceived educational value, not causal effects. The findings point to explicit instruction, repeated low-stakes practice, transparent criteria and timely feedback as practical priorities for presentation-based teaching.

Chea, P., & Deng, F. (2026). **Assets and Threats of Generative AI in Higher Education: Exploring Chinese Postgraduate Students' Perceptions**. *Innovative Higher Education*, *51*(5), 2163-2210. https://doi.org/10.1007/s10755-026-09886-5
Generative artificial intelligence (GenAI) has rapidly entered higher education, reshaping how students learn, produce, and engage with knowledge. This study explored postgraduate students' perceptions of GenAI as both an educational asset and a potential threat. Using a mixed-methods design, data were gathered from 217 postgraduate students across multiple universities in Mainland China through an online survey combining quantitative measures and open-ended reflections. Findings indicated that students widely recognized GenAI's usefulness for enhancing learning efficiency, creativity, and academic writing, while simultaneously expressing concern about its ethical implications, possible overdependence, and the erosion of critical thinking skills. Students' views reflected a balanced awareness of GenAI's promise and peril, illustrating how enthusiasm and caution coexist in contemporary learning contexts. The results suggest that higher education institutions should move beyond polarized debates and focus on fostering ethical literacy, critical engagement, and pedagogical strategies that empower learners to use GenAI responsibly and effectively.

Chen, S., Dai, K., & Cheung, A. C. K. (2026). **Surviving publication pressure collaboratively? Peer co-authorship habitus and capital formation among Chinese doctoral students in humanities and social sciences**. *Higher Education*, 92(4), 2175-2195. https://doi.org/10.1007/s10734-025-01615-9
Despite growing research interest in humanities and social sciences (HSS) doctoral students' publishing practices, little is known about how they navigate peer co-authorship practices in the context of Chinese competitive academic field. Grounded in Bourdieu's thinking tools, this exploratory qualitative study draws on interviews with 29 HSS doctoral students to explore how

peer co-authorship serves as a strategy for different types of capital accumulation. Findings reveal that co-authorship is not merely a response to publication pressure; it reflects institutionalized doxa, field hierarchies, and internalized academic habitus. Driven by utilitarian and humanistic motivations, three strategic logics emerge: 1) partnering with like-minded and complementary peers; 2) collaborating with peers with prestigious affiliations and strong publication profiles to enhance symbolic capital and prestige economy; and 3) internalizing the distinctions between international and domestic writing practices. Academic conferences enable them to recognize collaborators and strengthen professional interactions with domestic editors. Doctoral students expand social and scientific capital while also gaining emotional support and resilience through co-authorship. Thus, peer co-authorship becomes a key approach to accumulate and convert different forms of capital, thereby helping students advance trajectories within Chinese academic field.

Creazzo, G. P., Chiaro, M., & Rizzo, A. L. (2026). **Students' Perceptions of Circle Singing as an Arts-Based Practice for Well-Being, Belonging and Learning: A Mixed-Methods Study in Higher Education**. *Behavioral Sciences*, *16*(11), 2132. https://doi.org/10.3390/bs16112132
This study examined participants' perceptions of Circle Singing as an art-based practice for well-being, group belonging and learning in higher education at Roma Tre University. The broader study used a quasi-experimental pre-test-post-test design with 188 participants, comprising an experimental group (EG, n = 104) and a control group (CG, n = 84). This article focuses exclusively on the experimental group, using a single-group pre-post mixed-methods design that combines repeated questionnaires with an exit questionnaire and thematic analysis of three focus groups. Repeated items were analyzed using Wilcoxon signed-rank tests, with Holm correction applied to 15 agreement items; exit-only items were analyzed descriptively. All seven self-assessed skill items showed significant increases (all p < 0.001; matched-pairs rank-biserial correlations = 0.568-0.762), while 11 of the 15 agreement items showed significant changes after correction (all adjusted p ≤ 0.015). Participants reported greater comfort speaking and singing English before others, increased perceived readiness to design and lead musical workshops, and lower self-reported vocal fatigue and concern about classroom voice management. Exit evaluations indicated perceived benefits for group belonging and future educational use. Focus group accounts complemented the quantitative findings, highlighting enjoyment and motivation to attend classes, stronger relationships, and the value of practical learning. These findings suggest that participants experienced Circle Singing as a meaningful educational activity connecting perceived competence, peer bonding, and vocal well-being. Further research is needed to establish causal effects, persistence and transfer into teaching practice.

Cruces, G., Fernández Meijide, D., Galiani, S., Gálvez, R. H., & Lombardi, M. (2026). ***Does Generative AI Narrow Education-based Productivity Gaps? Evidence from a Randomized Experiment*** (Working paper N° 14819). https://doi.org/10.18235/0014578
Does generative artificial intelligence (AI) reinforce or reduce productivity differences across workers? Existing evidence largely studies AI within firms and occupations, where organizational selection compresses educational heterogeneity, leaving unclear whether AI narrows productivity gaps across individuals with different levels of education. A related question is whether the productivity gains from AI reflect productive use of the tool or mere delegation, fading once AI is unavailable, and whether the answer differs across education groups. We address both questions using a randomized online experiment outside firms, in which 1,174 adults aged 2545 complete an incentivized, workplacestyle business problem-solving task with or

without a generative-AI assistant, followed by a non-AI-assisted follow-up module. AI increases performance for all participants, with substantially larger gains for lower-education individuals. In the control group without AI, higher-education participants outperform lower-education participants by 0.548 standard deviations; with AI, this gap falls to 0.139 standard deviations, closing about three-quarters of the initial gap. Chat-log measures explain both why this gap narrows and why it does not disappear: lower-education participants successfully obtain substantial assistance from AI, while higher-education participants use the tool somewhat more effectively across several margins. The follow-up results showthat these gains are not purely driven by delegation; treated participants do not perform worse than controls once AI is removed, and lower-education participants retain part of their gain, although a sizable education gap re-emerges. Consistent with this interpretation, intensive use of the assistant produces strong task performance regardless of how much time and effort participants devote themselves, but follow-up performance is substantially higher only when intensive AI use is combined with sustained effort on the task. We interpret these findings as evidence that generative AI narrows effective productivity differences in task execution while underlying human-capital differences continue to shape unassisted performance and effective use of the tool.

Dang, H.-A., & Behrman, J. (2026). ***From cheap answers to lasting learning: AI tutoring and educational inequality*** (Working paper N° 1861). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1861
Nearly half of 15-year-old students in OECD countries, and more in some poorer countries, use AI weekly for learning. Generative AI makes schoolwork help cheap for connected students, but cheaper help need not yield lasting learning. We link the economics of supplementary education with learning science to examine how effort, entry costs, public provision and assessment shape AI tutoring's benefits. Randomized trials find gains and losses varying by setting, use and outcome, while lasting, equitable gains remain uncertain. We distinguish program effects from generative AI's contribution, compare full costs with alternatives, and propose decision rules and a trial design.

Drainville, R., & Dumais, C. (2026). **L' Approche intégrale du développement du langage à l'âge préscolaire : proposition d'un modèle théorique**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 163-192. https://doi.org/10.53967/cje-rce.7345
For preschool age children (three to seven years old), language development is a complex process that involves various forms of knowledge and skills. Their acquisition depends on the child's daily social interactions across different environments (family, community, and educational settings), adult scaffolding practices, and personal and contextual factors. To date, resources to help adults support language development in preschool education and kindergarten remain limited, and existing models of preschool language development are incomplete. Thus, we have developed the Comprehensive Approach to Preschool Language Development Model through the process of anasynthesis. The results of this study contribute to the advancement of knowledge by proposing an innovative theoretical model that integrates language development within a sociocultural environment; considers its interdependence with other areas of global development; presents the concomitant and sequential dynamics of oral language development, written language development, and linguistic awareness development; integrates knowledge and skills related to form, content, and use of language; and places the concept of literacy at its core.

Drydakis, N. (2026). ***Teaching Economic Inequality: Pluralistic Knowledge and Learning Dispositions*** (Working paper N° 1853). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1853
This study examines whether pluralistic teaching is associated with students' learning dispositions. The data are drawn from an economic inequality course delivered at an English university between 2016 and 2025. A new scale capturing pluralistic knowledge of economic inequality is developed around six principles: structural and relational ontology; epistemic pluralism and situated knowledge; intersectional and decolonial analysis; normative commitment to justice, equity and transformation; methodological diversity and grounded inquiry; and engaged scholarship and evidence-informed policymaking. The results show that, after completing the course, students reported higher levels of pluralistic knowledge of economic inequality and stronger learning dispositions relating to critical thinking, epistemic curiosity, civic engagement, self-efficacy and social justice. Pluralistic knowledge of economic inequality is also positively associated with these learning dispositions. In addition, both pluralistic knowledge and learning dispositions are positively associated with academic performance in course assessments. These findings are relevant to educators, curriculum designers and policymakers seeking to strengthen students' analytical, ethical and civic capacities in engaging with socio-economic phenomena.

Duvekot, R., & Ali, S. O. (2026). **Let the learner's voice be heard! Empowering young refugees in Iraq**. *International Review of Education*, *72*(5), 983-1012. https://doi.org/10.1007/s11159-025-10226-6
Lifelong learning is important for everyone, individually and collectively within institutions and communities. In today's "learning society", learning is not just a process driven by the learning system or the social system; it can also be a process in which the learners play an active role. This article focuses on the Erasmus+ project "Empowerment for migrants, from camps to integration" (CAMPLUS) in the Kurdistan Region of Iraq (KRI). Between 2021 and 2022, personal resources management (PRM) training was implemented in three refugee camps in Erbil. The central question driving the project was whether, and how, PRM can transform refugee learners' ability to define and pursue their developmental goals. This inquiry is rooted in Paulo Freire's critical pedagogy, which promotes dialogical learning as a means of empowering marginalised learners as agents of their own education. PRM integrates the validation of prior learning (VPL) with personalised pathways, based on the belief that competencies, gained formally, informally or experientially, should be recognised as the foundation for further learning. This approach aligns with Freire's ideal of critical consciousness, which posits learning as a process of naming, reclaiming and transforming one's reality. Using a qualitative analysis involving 15 refugees and three trainers, the authors explore how learner agency and institutional affordance combine to create meaningful learning outcomes. The study addresses a key gap in research: how reflective, personalised education can function in settings marked by displacement and limited opportunities.

Fitzpatrick, B., Schulz, H., Peddle, J., Genge, T., Lee, T., Pevida, A., … Dillon, C. (2026). **Using Formative Feedback to Teach Pharmacy Students to Write Critical Self-reflections**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.16568
Critical thinking is an essential skill for practising pharmacists. Critical self-reflections have been said to contribute to critical thinking, and formative feedback has been cited as improving student learning. We conducted a two-year study, using mixed methods research, with two

cohorts of 1st to 4th year pharmacy students, 76 students in total, to improve their critical self-reflective skills as part of critical thinking. Our pedagogical approaches, unlike the pedagogy of didactic teaching that is historically associated with health professional education, included the writing of critical self-reflections and the use of formative assessment. Students wrote eight self-reflections over four semesters. We provided formative feedback after each self-reflection, which included individual written comments and whole class formative feedback during an explicit instruction class. However, to strengthen the study design we did not provide any feedback between the first and second reflections. Quantitative analysis using a rating scale for the components of knowledge, self-assessment, and critical thinking indicated that students improved in their self-reflections and in their critical thinking, although there were differences between the two cohorts. Qualitative analysis revealed that many students valued the formative feedback and thought it improved their learning, but not all students agreed. We suggest that these pedagogical approaches can cross disciplines.

Fourie, J. (2026). ***When Everyone Writes Well: The Economics of Writing with AI*** (Working paper N° 09/2026). Consulté à l'adresse Stellenbosch University, Department of Economics website: https://EconPapers.repec.org/RePEc:sza:wpaper:wpapers399
Writing produces two things: the manuscript published now and the capability its author will hold next year. Artificial intelligence can raise the first while lowering the second, and which happens depends on the task the author delegates. The relevant comparison is between workflows rather than between using and refusing AI. This article separates writing into its tasks and applies a standard tool of economics to each, synthesising existing models into five predictions. Cheaper drafting lets an author test more versions of an argument, and the largest gains should go to researchers writing in a second language, whose language costs are unrelated to their evidence. Manuscript studies, including new evidence from economics working papers, fit this pattern, although they measure prose and output rather than argument quality. Polishing prose with a model while delegating the first formulation of a problem can leave a better text and a weaker author, and it makes the generated draft an anchor and a default. Cheap fluency makes polished prose a weaker guide to the underlying research. The evidence is uneven, and I note where it is thin. As models improve, the bottleneck moves, and so does the division of labour between author and machine.

Goegan, L. D., & Roberts, J. M. (2026). **Exploring Student Motivation for Incorporating APA Citation Guidelines**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.19599
Despite the widespread use of the American Psychological Association (APA) citations and referencing guidelines in undergraduate courses, students continue to make errors, perceiving the task of incorporating these guidelines as burdensome and tedious. To support students' use of the guidelines, various aids have been developed, such as online citation generators, workshops, and handouts, with mixed results. One avenue to examine the errors students are making with the APA guidelines is to explore their motivation. Utilizing Situated Expectancy-Value Theory as our theoretical framework, we explored student motivation for incorporating the APA guidelines into their work, focusing on the components of expectancy, value, and cost. One hundred and fifty-five undergraduate students completed our online survey and indicated high expectancy and value and midline cost when considering implementing the APA guidelines into their assignments. Yet, when provided with an APA referencing task to complete, perceptions of expectancy and value dropped significantly. Students also identified various reasons for their

perceptions of expectancy, value, and cost related to APA referencing, such as their reliance on resources to be correct (expectancy), the professionalism associated with correct use of the APA guidelines (value), and the time and effort required (cost). Our results are discussed in terms of recommendations for future support for students. We also address limitations and avenues for future research.

Good, M. R., Lambert, L. A., Kush, J. M., & Blackstone, B. (2026). **Building a Learning Evidence Ecosystem: A Partnership Model for Institutional Assessment**. *Innovative Higher Education*, *51*(4), 1709-1733. https://doi.org/10.1007/s10755-026-09910-8
Beyond the financial return on investment metrics that dominate public discourse, institutions need evidence systems aligned with their core mission: student learning. This study reports on a pilot implementation of a longitudinal learning evidence ecosystem designed to track developmental gains across the undergraduate experience. Leveraging a campus-wide data collection infrastructure with response rates exceeding 95%, we examined information literacy development using matched assessments from students' first and final years. Findings revealed modest but statistically significant gains, consistent with national benchmarks. More notably, students who entered the Honors College in their first semester demonstrated significantly stronger sophomore-year performance than later entrants, suggesting that early, structured academic engagement can yield disproportionate developmental benefits. Our collaborative model brings together assessment practitioners and academic leaders with curricular authority—such as the Dean of the Honors College—enabling exploratory, institutionally relevant assessment research. The findings illustrate how institutions can design learning evidence ecosystems that go beyond compliance, support evidence-informed decision-making, and offer a deeper understanding of educational value. We conclude with design principles for implementing similar models in other institutional contexts.

Guglietti, M. V. (2026). **Disrupting Students' Views of Research One Chindōgu at a Time: The Potential of Arts-based Research Experiences in Undergraduate Research Education**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22144
Misconceptions about research and lack of engagement are well-documented barriers in undergraduate research methods classes. Active learning and experiential strategies have helped address these challenges. Arts-based research, which integrates creative practices at different stages of the research process, represents a promising pedagogical approach. This paper provides empirical evidence of its potential in undergraduate research education. In Fall 2022, a group of Communication Studies majors collaborated with engineering peers to design chindōgu, Japanese "useless artifacts" that reject commodification and functionality. This arts-making experience provided Communication Studies students with data for an arts-based research experience. A thematic analysis of eight critical reflection journals from Communication Studies majors in a capstone seminar in Communication and Media Studies revealed that students perceive arts-based research as new and challenging, often leading to personalized and subjective research outcomes. This study argues that the perceived novelty, challenge, and subjectivity of arts-based research do not just facilitate transformative learning and the development of students' research voices; they also provide the conditions to experience and critically reflect on the limitations of disciplinary knowledge production.

Guibourgé, J. (2026). ***Learning to design in the age of Generative AI: what skills should be developed in design education?*** Consulté à l'adresse https://hal.science/hal-05829529
The rapid integration of generative artificial intelligence (GAI) into design practices is transforming the division of labor between designers and digital tools. These systems can now rapidly produce texts, images, formal variations, conceptual proposals, or layouts, which shifts the value of the designer's work: the production of artefacts is becoming increasingly automatable, while problem framing, the interpretation of situations, the formulation of intentions, the evaluation of alternatives, and the construction of meaning remain heavily dependent on human activity. This article offers a theoretical and pedagogical reflection on the skills that design education should continue to develop in this context. Based on a cognitive conception of the research-creation process, six operations are identified as foundational: framing and reformulating the problem; mobilising and transforming knowledge; generating and combining alternatives; perceiving and simulating; evaluating and deciding; and regulating and explicating one's activity. These operations underpin seven competencies to be preserved or strengthened: conceptualisation, creativity, perception, judgement, metacognition, communication, and collaboration. GAI is thus viewed not as a substitute for these operations, but as an educational tool that makes them more visible, allows them to be compared, and provides opportunities to practice them. The article concludes with a proposal for a pedagogical framework based on alternating between human-generated work, AI-assisted work, comparative analysis, and reflective justification. Finally, it proposes assessment methods focused on the process, the quality of reasoning, and the student's ability to maintain autonomy. This proposal, however, must be supplemented by a pedagogical experiment to measure its effects.

Lacasse, M., & Héon, L. (2026). **Consensus des directions d'établissement d'enseignement du Québec envers un devis de compétence numérique requise à l'égard des technologies numériques**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 1-26. https://doi.org/10.53967/cje-rce.6951
A digital competency framework was created, based on competency statements developed from interviews with school principals in Quebec and the analysis of professional competency frameworks from different countries referencing digital technologies. To ensure this digital competency framework reflects the perceptions of principals, it was submitted to a sample of 14 school principals who were asked to express their level of agreement with 160 statements in a two-round Delphi study. The study results showed that the majority of proposed statements reached a moderate to high consensus among participants. Participants' comments indicated that non-consensus on some statements was primarily due to shared responsibilities related to digital technologies. Future research could propose the framework to a larger sample to increase result validity or use it to conduct interviews or focus groups to deepen the understanding of the significance of the digital competency for school principals.

Lanoix, A., Salem, R., & Éthier, M.-A. (2026). **Les compétences en histoire : analyse de productions d'élèves**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 48-69. https://doi.org/10.53967/cje-rce.7355
This research aims to examine the potential for developing students' historical competencies through their work within the History of Québec and Canada curriculum. Drawing on Tardif's definition of competence, we analyzed how students mobilize and combine internal and external resources in assessment situations. The study reveals that students draw on various resources (vocabulary, analytical skills, and explanatory abilities), but that the repetitive and

highly structured format of the questions neither elicits nor allows observation of complex action or critical thinking. The students' work demonstrates some mastery of explanatory goals—though often in a rudimentary form—but shows little evidence of genuine critical perspective. Historical documents, as external resources, are treated primarily as sources of information, in line with program expectations, rather than being approached with a critical lens. However, the study opens avenues for reflection on possible changes to curricula and teaching practices, suggesting that more varied and demanding pedagogical contexts could better support the development of students' historical competencies.

Le petit dictionnaire des grandes recherches en éducation: cent mots pour éviter bien des maux aux cycles supérieurs. (2026). Consulté à l'adresse https://www.puq.ca/catalogue/livres/petit-dictionnaire-des-grandes-recherches-education-5305.html
« Épistémologie, paradigme, validité, ontologie, saturation… Autant de termes abstraits qui peuvent sembler inaccessibles, voire intimidants. Comment apprivoiser tous ces mots qui renvoient à des concepts complexes et à des significations multiples? Comment entrer dans l'univers de la recherche sans s'y perdre? Né d'un constat partagé par trois étudiantes, Le petit dictionnaire des grandes recherches en éducation : cent mots pour éviter bien des maux aux cycles supérieurs répond à une difficulté bien réelle. Malgré la diversité des parcours, peu de personnes se sentent réellement outillées pour naviguer à travers les écrits scientifiques et les méthodologies de recherche. Cet ouvrage collectif propose donc cent définitions de concepts incontournables, généralement rencontrés dès les débuts d'un parcours de recherche. Regroupées en cinq grandes familles, ces définitions sont accompagnées d'exemples concrets issus de mémoires et de thèses en éducation. Ce petit dictionnaire constitue un outil concret destiné à accompagner les personnes étudiantes qui découvrent l'univers de la recherche en éducation et ses nombreuses possibilités. »

Lejeune, M., Verhoeven, M., Reuchamps, M., Haverlant, I., Bottin, J., Uyttendaele, L., … Baudoin, N. (2026). **La démocratie scolaire : participation, gouvernance, compétences**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4283* [Report]. Consulté à l'adresse https://oejaj.cfwb.be/fileadmin/sites/enavant/uploads/images/pages_internes/DS_Rapport-final_UCLouvain.pdf
Cette recherche a été conçue et suivie en collaboration avec le chantier 16 du Pacte pour un Enseignement d'excellence. Elle s'inscrit dans la continuité des travaux de l'Observatoire portant sur la participation des enfants et des jeunes, avec une attention ici dédiée au contexte scolaire. Lors du dernier examen auprès du Comité des droits de l'enfant de l'ONU (en 2019), celui-ci recommandait à la Belgique de « faire en sorte que les enfants à l'école aient suffisamment d'occasions d'exprimer leur opinion et que cette opinion soit prise au sérieux » Objectif La recherche poursuit un double objectif. D'une part, elle vise à mieux comprendre comment la démocratie scolaire est concrètement pensée, organisée et vécue au sein des établissements. D'autre part, elle analyse les processus de changements à l'œuvre en matière de démocratie scolaire. In fine, elle vise à fournir des clés de compréhension et des pistes d'action pour soutenir les écoles dans la mise en place de telles initiatives. Méthode Une méthodologie qualitative a été développée. Des études de cas (entretiens auprès des directions, équipes éducatives et élèves, et observation de dispositifs participatifs) ont été menées dans 10 écoles, aux profils diversifiés. Afin d'élargir l'analyse autour de premiers résultats, trois focus groups complémentaires ont été réalisés. Résultat Un des apports de la recherche consiste en la création

d'une typologie : quatre « clusters » d'écoles sont distingués pour rendre compte de différents degrés d'implémentation de dispositifs participatifs et d'une culture participative au sein des écoles, et pour analyser les dynamiques de passage d'une configuration à une autre. Cette typologie n'a pas de visée évaluative ou prescriptive. Elle a pour objectif d'accompagner les écoles : en leur permettant de se situer, en mettant en exergue les défis relatifs aux différents clusters, en identifiant les leviers et processus permettant de consolider, pérenniser et développer les pratiques de démocratie scolaire. Plusieurs tensions transversales sont également analysées et permettent d'identifier des dimensions vis-à-vis desquelles les écoles doivent construire un équilibre : par exemple, entre participation des élèves et encadrement des adultes ; ou encore, sur les niveaux de participation visés, entre information, consultation et codécision.

McElwain, A., & Su, S. (2026). **Peer-facilitated HMRE programming: A successful approach for emerging adult relationship education**. *Family Relations*, *75*(5), 3771-3780. https://doi.org/10.1111/fare.70228
Objective This study evaluates the effectiveness of a peer-facilitated healthy marriage and relationship education (HMRE) program for emerging adults, examining its impact on participants' knowledge and attitudes toward healthy relationships. Background Peer-led HMRE programs may be particularly effective due to the relatable nature of peer educators who can model healthy relationship behaviors and establish positive social norms. Method Trained peer educators taught an evidence-based HMRE program to similar-aged peers in a workshop series. To conduct the quasi-experimental evaluation study, a total of 304 participants in treatment and comparison groups completed pre- and posttest surveys to evaluate the effectiveness of the peer-facilitated HMRE program. Results When compared with a nonrandom comparison group, peer facilitation significantly improved participants' knowledge of healthy relationships and reduced faulty relationship beliefs. Conclusion A peer-facilitation model of HMRE for emerging adult audiences is an effective practice for promoting healthy attitudes and knowledge about romantic relationships. Implications Peer education is frequently used with health-promoting programs, particularly on university campuses and wellness initiatives. Peer-facilitated HMRE is a promising implementation model that can improve participants' knowledge and attitudes about romantic relationships.

McGowan, K., Schaefer, N., Tri, T., & Foggin, A. (2026). **Horses as the Classroom: Empathetic Leadership Development via a Pedagogical Experiment and Social Enterprise Partnership**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.19548
Can we be changemakers without empathy? If we seek to build tomorrow's leaders, do we need to rethink leadership education to support the growth of the next generations' changemakers? This exploratory research partnership explored students' empathetic leadership capabilities through an out-of-classroom learning experience with a social enterprise providing equine-assisted coaching (n=17). Students subsequently participated in a post-event survey to assess their capabilities and their interpretation of the experience's impact (n=8). Results, while preliminary, suggest that students gained awareness of their capabilities through self-reflection and saw the need for strengthening, even if they did not report uniform growth in those capabilities. This strongly suggests current approaches to building empathetic leadership skills in post-secondary education require reconsideration. Additionally, this research partnership highlights significant ongoing barriers to meaningful community engagement, including academic culture, timelines, and success metrics.

McMahon-Morin, P., Pigeon, M.-C., Gingras, M.-P., Deleuze, A., Allard, E., & Khalil, M. (2026). **Une murale d'éveil à l'écrit en maternelle : une illustration de la transposition didactique de connaissances scientifiques en pratiques professionnelles**. *Revue hybride de l'éducation*, *10*(4), 1-48. https://doi.org/10.1522/rhe.v10i4.2104
Cet article professionnel présente un projet de murale d'éveil à l'écrit en maternelle, en illustrant comment celui-ci a transposé en pratiques professionnelles concrètes des connaissances issues de la littérature scientifique. La collaboration interprofessionnelle entre différents membres de l'équipe-école fut la clé du succès de ce projet, tant pour son développement que pour son déploiement. Ainsi, cette murale a transformé un corridor de l'école en environnement d'apprentissage riche en écrits, servant de levier pour des interactions réciproques autour du langage oral et écrit. Ce faisant, ce projet a généré un sentiment d'appartenance à une communauté de lecteurs-scripteurs.

Médioni, M.-A. (2026). ***Apprendre et faire : les paradoxes de l'éducation***. Consulté à l'adresse https://www.chroniquesociale.com/cooperation/1502-apprendre-et-faire.html
Peut-on parler d'un temps où le métier d'enseignant a pu être considéré comme facile, épanouissant, valorisant ? Depuis bien longtemps, il est plutôt considéré comme un métier difficile, qui ne ferait plus rêver, dans un contexte décourageant à dessein, démobilisateur à souhait. Le métier, dès lors, s'en trouve souvent empêché. Pour autant, des enseignants témoignent de leur intérêt pour ce métier et de leur engagement quotidien, animés par un « optimisme pédagogique », convaincus de la nécessité d'une bataille culturelle à mener pour l'égalité et l'émancipation. Le métier d'enseignant et de formateur est un métier de paradoxes dans lequel on se trouve en permanence obligé de penser les aspects contradictoires d'une même réalité. Ce premier volume qui ouvre la série des Paradoxes de l'éducation est plus particulièrement centré sur l'apprenant à travers l'apprendre et le faire : comment apprend-on ? l'importance de l'erreur, les situations qui permettent ou pas d'apprendre… ; la mise en activité, l'intérêt et les limites, voire les dangers, du faire. Les trois ouvrages qui constituent un ensemble sur les paradoxes de l'éducation — Enseigner et Former, le deuxième, où les paradoxes du métier seront regardés depuis la perspective de l'enseignant et du formateur ; Évaluer, le troisième, qui sera consacré à la question vive, épineuse et polémique de l'évaluation — veulent s'inscrire dans cette bataille, sans angélisme, mais pour redonner valeur et saveur à un métier qui vaut la peine d'être choisi et assumé… à condition de bénéficier de l'outillage tant théorique que pratique qui permette d'y trouver du sens et du plaisir. Comme une entreprise de désintoxication : comprendre où sont les carcans, les empêchements, les enjeux de ce qui fait blocage ; (re)découvrir les avancées de la recherche et les perspectives qu'elle offre ; (re)découvrir des pratiques concrètes qui ouvrent des possibles et à partir desquelles on peut inventer encore ; mais aussi connaître les amonts, l'histoire du métier et des grandes notions qui le constituent, « les secrets de fabrication », sans quoi il est impossible de comprendre les enjeux et de participer aux débats d'aujourd'hui.

Nelsen, J. (2026). ***La discipline positive en classe: favoriser l'apprentissage en développant les compétences psychosociales***. Consulté à l'adresse https://www.marabout.com/livre/la-discipline-positive-dans-la-classe-9782501202404/

Nga, V. H. T. (2026). **The Role of Life Skills in Preventing Physical Violence Perpetration among Lower Secondary School Students: A Theoretical Synthesis**. *EJSMT*, *2*(6), 1-9. https://doi.org/10.59324/ejsmt.2026.2(6).01

Physical violence perpetrated by students is a persistent concern for school safety and adolescent development. Although school rules and disciplinary measures are essential, prevention also requires competencies that enable students to regulate emotions, manage interpersonal conflict, and respond to provocation without using physical force. This article examines the potential role of life skills in preventing physical violence perpetration among lower secondary school students through an integrative synthesis of theoretical publications, empirical studies, systematic reviews, and meta-analyses. Five skill domains are examined: emotional regulation and self-control; communication and interpersonal relationships; empathy and perspective-taking; problem-solving and conflict resolution; and decision-making and coping. The reviewed literature indicates that these competencies may contribute to violence prevention by supporting behavioral regulation, reducing impulsive responses, facilitating nonviolent conflict management, and encouraging consideration of behavioral consequences. Evaluations of school-based programs, including Life Skills Training and social and emotional learning interventions, provide evidence that skills-oriented approaches can reduce some aggression- and violence-related outcomes. However, the strength of evidence varies according to program design, population, context, and outcome measurement. A recent meta-analysis reported a small average reduction in school violence following life-skills-based programs, alongside substantial heterogeneity between studies (Trimmi et al., 2026). The article proposes a conceptual framework in which life skills function as potential individual protective resources whose application is influenced by family, peer, and school contexts. It concludes that life-skills education should be practice-oriented, integrated with comprehensive school violence prevention, and evaluated through clearly defined behavioral outcomes and follow-up assessments.

Ngai, C., & LeMahieu, R. (2026). **Implementing and Assessing an Inclusive Introductory Research Program: The OURA Lab**. *Innovative Higher Education*, *51*(5), 2429-2453. https://doi.org/10.1007/s10755-026-09901-9

Extensive evidence links participation in high quality undergraduate research experiences to positive student success metrics (e.g., retention rates) but barriers to entry persist. The Office for Undergraduate Research and Artistry (OURA) at Colorado State University developed a program called the OURA Lab, grounded in culturally relevant pedagogy. The OURA Lab program was designed to address many of the identified barriers, including a flexible schedule, compensation for participation, and scaffolded opportunities for students to connect their personal identities and experiences to research. We collected data to investigate the following two project aims: 1. In what ways does an undergraduate research program that is guided by culturally relevant tenets contribute to growth and development as researchers? And 2. How does an undergraduate research program guided by culturally relevant tenets address barriers to entry for students? We used a mixed methods approach to assess the impact of the OURA Lab on participants (N = 125), including four semesters of data from the Entering Research Learning Assessment (ERLA) survey, focus groups conducted at the end of the semester with current participants, and a survey and focus group implemented with past participants from the OURA Lab. The data indicate that the OURA Lab successfully increased students' research skills, confidence and belonging in lab spaces, and their likelihood of pursuing other research opportunities beyond the OURA Lab (project aim 1) and that the design of the activities and

structure guided by culturally relevant pedagogy also reduced the effect of barriers to entry (project aim 2). In this paper, we share how the OURA Lab was guided by culturally relevant pedagogy, the implementation details of the program, our methods of assessment and data, and suggestions for those who are interested in implementing and/or assessing a similar program.

Nicholls, N., Inglesi-Lotz, R., & Kritzinger, W. (2026). ***Does Near-Peer Mentoring Improve Honours Research Grades? Evidence from a Randomised Pilot in Economics*** (Working paper N° 202639). Consulté à l'adresse University of Pretoria, Department of Economics website: https://EconPapers.repec.org/RePEc:pre:wpaper:202639

This paper examines whether structured near-peer mentoring improves the research performance of Honours students in economics. Using a randomised stage-rotation design at the University of Pretoria, 50 Honours students were assigned to a PhD-student mentor during either the research proposal stage (Semester 1) or the research paper stage (Semester 2), ensuring that every student was mentored while a comparison group was preserved at each stage. We estimate intention-to-treat (ITT) effects of assignment and, using random assignment as an instrument for self-reported contact, local average treatment effects (LATE) of actual engagement. Compliance was high, at 87 percent in Semester 1 and 100 percent in Semester 2. All point estimates are positive but statistically insignificant: assignment is associated with increases of 0.52 points (out of 10) in the proposal grade and 1.86 points (out of 100) in the research paper grade, with corresponding LATE estimates of 0.99 and 4.29 points. Among mentored students, more frequent meetings are associated with significantly higher proposal grades (1.26 points per additional frequency level, $p = 0.024$), but not with research paper grades. The findings suggest that engagement intensity, rather than assignment per se, is the more likely channel of any mentoring effect, and that generic research guidance is most valuable while the research question is still being formulated. The design offers a low-cost and ethically defensible framework for evaluating postgraduate research support.

OECD. (2026). ***Policies for Developing Advanced STEM Skills in Higher Education***. https://doi.org/10.1787/257230ec-en

Advanced STEM skills are essential for the responsible use of technology. This report defines them as disciplinary, interdisciplinary, transversal and professional competence applied to complex scientific and technological problems and responsible innovation, with ethical, societal and environmental implications. Quantum technologies and artificial intelligence illustrate fields requiring advanced STEM skills, yet determining whether skills for these and other fields are in short supply is difficult. The report identifies five bottlenecks: entry into STEM higher education; persistence and completion; progression to advanced levels; career entry and effective skills use; and skills renewal across working life. Building on this framework, four policy priorities address entry, persistence and completion; progression and skills renewal; programme renewal; and career entry and the effective use and continued development of advanced STEM skills. Policy and practice examples were analysed through the OECD Mutual Learning Group on Advanced STEM Skills in Higher Education, involving researchers, policymakers and higher education practitioners from a wide range of countries. The report's eight recommendations propose options to address constraints at individual, institutional, employer and system levels, highlighting that implementation requires collaboration across policy portfolios. The report offers a framework for strengthening the development and use of advanced STEM skills and supports implementation of the European Union's STEM Education Strategic Plan: Skills for Competitiveness and Innovation.

Periáñez-Picón, Á., Díaz-Fernández, M., & Pasamar, S. (2026). **Transferring Competences to the Workplace Through Gamified Training: A Case Study**. *International Journal of Training and Development*, *30*(4), 419-432. https://doi.org/10.1111/ijtd.70034
This study examines the transfer of gamified training activities aimed at developing key workplace competences, focusing on creativity, innovation and decision-making within a specific organisational context. We conducted an exploratory case study in a Spanish public-sector organisation. Data were collected through pre- and post-training interviews with 24 employees who participated in a gamification activity. A semi-structured interview was also conducted with the Internal Training Manager. Participants perceived that gamification activity contributed to the improvement of their competences, particularly creativity, innovation and decision-making. They reported higher motivation and engagement, as well as a greater readiness to apply gamification methods in their daily tasks. Although they faced challenges, including limited time and resources, participants expressed a strong willingness to continue using gamified practices. This study extends the application of gamification beyond educational contexts and explores its use in a professional environment, addressing a gap in the literature. It presents empirical findings on how gamified training is associated with the development and transfer of soft competences within a public sector organisation. By drawing on Baldwin and Ford's (1988) transfer model in a workplace setting, the study contributes to understanding the conditions under which gamification may support competence development beyond the classroom. The study is limited by its single-case design and reliance on self-reported data. Future research should examine similar training initiatives in different organisational contexts. Organisations seeking to enhance employee competences can adopt gamification as a strategic learning tool. Effective implementation requires sufficient time, resources and managerial support. By fostering competences such as creativity, innovation and decision-making, gamification can contribute to a more adaptive and innovative workforce in an evolving labour market.

Poppe, C. E., Skinner, C. H., Keller, K. A., Rocconi, L., Chunta, M., & Cole, C. (2026). **The Effects of Tootling on Complimenting and Peer Prompting in Second-Grade Students**. *Psychology in the Schools*, *63*(11), 1585-1595. https://doi.org/10.1002/pits.70187
Tootling interventions can enhance students' social skill performance outside the social skill training environment. With Tootling interventions, group-oriented rewards are delivered contingent upon the number of reports students provide of their peers' engagement in prosocial behavior(s). An A-B-A-B withdrawal design was used to evaluate the effects of Tootling on complimenting peers and peer prompting as a group of five second-grade students played a math game. Visual and effect-size analyses of our data showed higher rates of complimenting and peer-prompting when the Tootling intervention was applied. Across intervention sessions, complimenting and peer prompting were positively correlated, and this correlation was statistically significant. These results extend previous research and suggest that positive peer mediation (e.g., prompting) may partially explain why Tootling interventions increase students' performance of recently trained social skills. The discussion focuses on future research designed to enhance the impact of Tootling interventions, positive peer mediation, and students' social skill development.

Pov, S., & Kawai, N. (2026). **The influence of training on attitudes, concerns, and efficacy of pre-service teachers towards inclusive education in Cambodia**. *International Journal of Inclusive Education*, *30*(13), 4577-4592. https://doi.org/10.1080/13603116.2026.2645184

Research on the impact of inclusive education training has presented mixed findings, suggesting that generalising its effectiveness across contexts is not universally applicable. Evidence from Cambodia remains scarce. This survey study investigated the influence of inclusive education training on pre-service teachers' attitudes, concerns, and self-efficacy towards inclusive education. The study involved 148 pre-service teachers from a teacher education college. Data were collected through a survey comprising demographic information and three standardised instruments: the Teacher Attitudes Towards Inclusion Scale (TATIS), the Concerns about Inclusive Education Scale (CIES), and the Teacher Efficacy for Inclusive Practices (TEIP) scale. Descriptive statistics, reliability tests, and Independent Sample t-Tests were employed to analyse the data. The findings revealed significant differences in pre-service teachers' attitudes towards inclusive education based on their training experience. Specifically, those with training experience expressed significantly less favourable perceptions of including students with mild-to-moderate disabilities and their professional roles in supporting inclusion compared to those without such training. No significant differences were found between the groups in their overall concerns or self-efficacy in implementing inclusive practices. The results are discussed with practical implications for improving pre-service teachers' attitudes and better preparing them to implement inclusive practices.

Rao, S., & Lee, Y. (2026). **From Anxiety to Engagement: Transforming Social Work Research Education**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.18958
In this study, we explore the transformation of social work students from experiencing research anxiety to active engagement in research conducted within a mandatory course at a leading Canadian university. Traditionally, many social workers have perceived a distinct divide between practical social work and academic research, often viewing research methodologies as intimidating and unrelated to their professional responsibilities. The course was reformatted to help students view research as integral to effective social work and consider themselves as potential researchers. Grounded in critical pedagogy, disability justice, trauma-informed education, and anti-oppressive frameworks, this manuscript draws from detailed reflections on teaching strategies and extensive student feedback to propose ten principles aimed at fostering research-informed competencies among social work undergraduate students. These principles are designed to cultivate curiosity, mastery, and enjoyment in research, making this approach beneficial to social work students and anyone experiencing educational anxiety or resistance. This manuscript underscores the importance of transforming educational strategies to help students develop competencies that enhance their professional abilities and personal confidence in tackling new and challenging learning areas.

Rispoli, K. M., Norman, M. Z., Ziegelmayer, L. E., Warren, N., & Batistela, E. (2026). **Evaluating IEP Goals Addressing Social, Emotional, and Behavioral Health in Autistic Middle Schoolers**. *Psychology in the Schools*, *63*(11), 1652-1662. https://doi.org/10.1002/pits.70191
Individualized Education Programs (IEPs) are the mechanism through which students receive special education services in schools. Little is known about the degree to which federal guidelines and science-based recommendations are evident in IEPs for autistic students, particularly those targeting social-emotional and behavioral health in middle school. Given the centrality of social-emotional and behavioral health in shaping academic success, it is critical to understand how these needs are addressed via IEPs. This study examined the quality of IEPs for 50 autistic students enrolled in grades 6 through 8, including how IEP goals related to social-emotional and

behavioral health reflected quality standards established in the Individuals with Disabilities Education Act of 2006 and the National Research Council. Of 347 IEP objectives, just under half (42%) targeted social-emotional and behavioral health-related outcomes. Analysis of IEP quality indicated moderate adherence to legal standards and best practice recommendations, with variation across individual indicators of quality. Moreover, findings suggested IEP alignment with best practice recommendations was higher for children experiencing economic adversity. Results highlight opportunities for school psychologists to lead efforts in increasing knowledge and collaboration among school professionals regarding support for social-emotional and behavioral health skill development in autistic students.

Wong, H. Y. H., & Chan, C. K. Y. (2026). **Assessments in Arts Entrepreneurship Education: An Investigation of Stakeholder Perceptions in Higher Education**. *International Journal of Training and Development*, *30*(4), 408-418. https://doi.org/10.1111/ijtd.70033
With the emergence of entrepreneurship education, its integration within the arts discipline remains limited. Existing literature on entrepreneurship education in higher education has primarily focused on outcomes, with assessments relatively overlooked. This study investigated entrepreneurship education assessment through the expectations and perceptions of multiple stakeholders, including students, teachers and professionals from the field of arts. An open-ended survey was administered to first and final year students at a university in Hong Kong, followed by individual semi-structured interviews with higher education students and educators, as well as professionals. Findings showed that entrepreneurship education was valued in the arts discipline, and results recommended focusing on creative processes and fostering entrepreneurial competencies to enhance employability and career management. Non-traditional but authentic and experiential approaches in evaluation methods were highlighted. In light of the findings, this study offers valuable insights to curriculum design, as well as teaching and learning in the arts discipline within higher education.

Zanardelli, R. (2026). ***Better together? A performance theory of human-machine skill policies under generalization difficulty*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.16863
Organizations pairing a human and a machine on a task decide, often by default, which executes each instance and what happens when both do. We account for what this attains under the squared rule, with performance distributed over instances to capture generalization difficulty. A gross stake lies between the skills' mean and best per instance. It splits at the best single skill into a systematic part, known from separate assessments and secured by commitment, and a residual, the expected value of perfect information on which skill each instance favors, known only from paired observation and split further by classes. Skills set the stake; workflows decide the take, via two channels. Routing directs work, weighting or selecting responses; with binary truth it is capped by the best skill per instance. Reading responses as joint evidence is not routing; what they jointly reveal caps it. Synergy lets skills interact before responding; bounded by no skill either way, its lift over independent responses must clear a break-even and can fall below one. As algorithms, arrangements form a ladder stating what each reads, holds and records, and a procedure whose checks keep earlier gains when class means are known and lose little on finite records given a margin. The theory extends to many skills, each worth what it adds where it beats all others held, and to competing skills, where at parity a single failure's allowed cost decides. In a public chest-radiograph study with 227 radiologists, they are near parity with the model and the stake is mostly residual; assisted reading, no better on average

originally, returned less than averaging both responses; recalibrating the model alone beats any deployable arrangement of raw responses. Organizations can learn from their records what is at stake, which arrangement collects it and what evidence each step needs; pricing costs and errors is future work.

Aspects économiques de l'éducation

Bahadir, B. (2026). **Student Debt and Aggregate Consumption: Does Inequality Matter?** *Oxford Bulletin of Economics and Statistics*, *88*(6), 1405-1425. https://doi.org/10.1111/obes.70068
This paper examines the role of income inequality in amplifying the macroeconomic effects of student debt. I argue that inequality captures structural differences in households' access to non-student credit, with higher inequality reflecting a greater concentration of credit-constrained households and thereby amplifying the adverse effects of student debt repayment on consumption. Using state-level data, I show that the negative association between student debt and subsequent aggregate consumption growth is significantly stronger in states with higher inequality. Consistent with this mechanism, several stylized facts indicate that higher inequality is associated with lower levels of non-student debt. Finally, I develop a simple model illustrating how income inequality increases the prevalence of borrowing constraints, thereby amplifying the sensitivity of consumption to debt repayment.

Baron, E. J., Kantor, S., & Whalley, A. (2026). **Can Government Support for Innovation Create the Next Silicon Valley?** *Journal of Economic Perspectives*, *40*(4), 31-52. https://doi.org/10.1257/jep.20251493
Can government support for innovation create the next Silicon Valley? We examine what public research and development can and cannot do to foster regional knowledge hubs. The historical record suggests that many successful hubs owe their origins partly to serendipity and favorable initial conditions. We then review causal evidence from universities, changes in intellectual property rules, new research institutions, wartime R&D, and the space race. Public R&D can raise local innovation, employment, and income, but the effects are heterogeneous, often modest relative to cost, and may partly reflect the relocation of firms and skilled workers from elsewhere. The evidence suggests a central role for complementary local inputs, including entrepreneurs, risk capital, skilled labor, firms, and institutions. Public R&D can help build a hub, but is unlikely to create one on its own.

Bleemer, Z., & Rothstein, J. (2026). **The Meritocratic Consensus and Stratification in Higher Education**. *Journal of Economic Perspectives*, *40*(4), 3-30. https://doi.org/10.1257/jep.20251487
American colleges and universities are highly stratified by pre-college academic achievement, family background, and institutional resources. We study the meritocratic consensus in American higher education: Colleges that high-testing students (who are generally also from high-income families) attend spend dramatically more on instruction than do those that enroll lower-testing students. Stratification by test scores has been largely stable since the 1960s, but the stratification of instructional resources has risen sharply since 1970 at both private and public institutions. Nonacademic admissions criteria like athletics, legacy, and affirmative action are second-order in determining the allocation of students to universities. Potential economic justifications for the positive association of instructional expenditures with student prior achievement—q-complementarity between achievement and resources, convex social returns to high human

capital, and incentives to invest in learning prior to college—have little empirical support. Resource stratification across universities has not increased in the past decade, largely due to increased public funding of universities that enroll lower-testing students through financial aid programs like California's CalGrant, but stratification within institutions is now rising swiftly.

Boily, E., Mailloux, A.-S., Desrosiers, G., Lalande, J., Amboulé-Abath, A., Tremblay, S., & Gravel, M. (2026). **Conditions favorisant l'établissement d'un partenariat école-famille-communauté actif dans les collectivités rurales du Bas-Saguenay Sud**. *Revue hybride de l'éducation*, *10*(4), 1-43. https://doi.org/10.1522/rhe.v10i4.2088
Entre 2018 et 2020, une recherche participative financée par le CRRE s'est penchée sur les difficultés en lien avec la collaboration É-F-C vécue dans cinq municipalités rurales du Bas-Saguenay Sud. À l'issue de cette recherche, la structure partenariale AGIR a été fondée. Depuis sa création, plusieurs actions concrètes ont été mises en place pour favoriser la réussite éducative des jeunes du Bas-Saguenay Sud (AGIR, 2021). Malgré tout, des défis persistent dans le déploiement de la structure partenariale. Cet article vise donc à identifier les conditions favorables à l'établissement d'un partenariat É-F-C actif à partir d'une expérience vécue dans cinq collectivités rurales. Les données ont été recueillies lors de groupes de discussion réunissant une diversité de personnes représentant la communauté éducative. Les résultats révèlent que quatre types de facteurs interdépendants soutiennent l'établissement d'un partenariat É-F-C actif en milieu rural.

Cheung, J. L. (2026). **The Contested Value of Higher Education**. *Innovative Higher Education*, *51*(4), 1667-1682. https://doi.org/10.1007/s10755-026-09920-6
This essay critiques the dominant discourse that evaluates higher education in terms of metricization, marketization, and managerialization. The 'common sense' of academic capitalism—in its pursuit of excellence through narrow assessment and evaluative metrics—actually diminishes the value of higher education. Drawing from Gramsci's concepts of hegemony and the war of position, a critical theoretical discussion is offered of how the emphasis on economic productivity has resulted in institutions becoming fragmented and reliant on various (and precarious) funding sources, and therefore susceptible and vulnerable to corporate interests and political attacks. The metaphor of a Citadel is introduced to make sense of recent sociopolitical events as operations to weaken academic freedom and intellectual inquiry. Subsequently, the metaphor generates prompts to theorize the potential and usefulness of alternative gauges of value. Emphasis on the social and cultural value of higher education is made to contest the dominant economic orientation, for unless challenged by counter-hegemonic efforts, higher education will become a tool that further concentrates power in the hands of the few at the expense of the many. The arguments of this essay offer both practical and theoretical considerations for institutional leaders, student affairs professionals, policy analysts, faculty, and graduate students involved in the study of higher education.

d'Aquino, M. (2025). **Redéfinir l'enseignement supérieur par la privatisation : du développement du privé à la diffusion de ses normes**. *VRS - La vie de la recherche scientifique*, 19-23. https://doi.org/10.5281/zenodo.22829666
Aujourd'hui en France, la croissance de l'enseignement supérieur est portée par un nouvel enseignement supérieur privé. Celui-ci se développe par la captation d'une demande étudiante en s'appuyant sur l'appropriation d'un ensemble de ressources matérielles et symboliques produites par l'action publique.

d'Aquino, M. (2026). **Rejeter l'État en s'appropriant ses ressources : l'enseignement supérieur privé saisi par la fabrique publique d'un marché éducatif**. *Ressources publiques, affaires privées : ce que les entreprises doivent à l'État*. https://doi.org/10.5281/zenodo.23686982
Le développement de l'enseignement supérieur privé lucratif en France repose sur un paradoxe central : ces établissements construisent leur attractivité sur un rejet discursif de l'État et de l'université, tout en dépendant fortement des ressources matérielles, institutionnelles et symboliques produites par l'action publique. Une enquête mixte, combinant analyse de supports promotionnels, observations de salons et de journées portes ouvertes, entretiens et questionnaire auprès de 3 565 lycéens, met en évidence une double dynamique. D'une part, les écoles privées lucratives captent de nouveaux publics, notamment issus des classes moyennes et populaires, en disqualifiant symboliquement l'université publique, présentée comme massifiée, impersonnelle et peu professionnalisante. D'autre part, elles s'appuient sur des instruments publics qui rendent leur expansion possible et crédible : financement par l'apprentissage, inscription au RNCP, certification Qualiopi, dispositifs publics d'orientation et cadrages politiques centrés sur l'employabilité et l'adéquation formation-emploi. L'essor du secteur apparaît ainsi moins comme le produit d'un retrait de l'État que comme celui d'une reconfiguration de ses modes d'intervention. Loin d'émerger contre l'action publique, ce marché éducatif se développe par elle, au croisement de financements publics, de formes souples de régulation et de circulations entre sphères administratives et privées. La montée du supérieur privé lucratif s'interprète dès lors moins comme une privatisation contre l'État que comme une privatisation par l'État.

Eyebiyi, E., Ahouangonou, S., Patinvoh, A.-J., & Atchade, B. (2026). **Gratuité de l'enseignement primaire et qualité de l'éducation au Bénin : les ambivalences de la massification en milieu lacustre**. *International Review of Education*, *72*(5), 855-874. https://doi.org/10.1007/s11159-025-10223-9
Free primary education and educational quality in Benin: Ambivalences of massification in a lakeside community – This article examines the impact of free education policies on the quality of basic education in Aguégués, a disadvantaged lakeside community in Benin. It sheds light on how the implementation of the free education policy – introduced to promote mass enrolment in primary education and achieve the goals of Education for All – has yielded mixed results over the past decade. The socio-anthropological analysis presented provides an insight into the transformations in basic education and the perceptions of stakeholders regarding education as a public good, as well as its delivery under the paradigm of a public policy known as "free education". Whilst the objectives of democratising primary education appear to have been achieved, the question of the quality of the education received by learners remains unresolved, as does the development of practical norms through which teachers have attempted to regulate and reclaim control over the new constraints of massification within the emerging local arena.

Friedensen, R. E., Collom, G. D., Cooper, A. R., Trad, J. K., & Svoboda, B. (2026). **The Purpose, Value, and Public Perception of Higher Education: An Introduction to the Special Issue**. *Innovative Higher Education*, *51*(4), 1527-1535. https://doi.org/10.1007/s10755-026-09966-6

Gethin, A. L. (2026). ***Education and Poverty Reduction*** (Working paper N° 11491). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11491

This paper surveys the evidence on the role of education in reducing poverty. Education can reduce absolute poverty by increasing productivity, relative poverty by lowering inequality, and multidimensional poverty by improving dimensions of well-being beyond income. Existing research indicates that it contributes to all three. Returns to schooling are large, especially for policies enabling children from disadvantaged backgrounds to acquire more education, and typically exceed the costs of education provision. Education also benefits low-wage workers through labor market spillovers: reducing the share of low-skilled workers in the economy raises their relative wage. The expansion of education has played a major role in reducing extreme poverty and can account for over half of income gains among the world's poorest individuals since 1980. The non-monetary benefits of schooling are also large and may imply total returns that are twice as high as monetary gains. Substantial educational inequalities persist nonetheless, with important implications for global equity and the trajectory of poverty in the 21st century.

Hall, T. (2026). ***Which types of education raise firm productivity? Evidence for managers and workers in the UK*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:141789
This paper estimates the firm productivity returns to degree field, institution quality, and degree level, and compares them with wage returns. I link a LinkedIn panel from Revelio Labs to Orbis financial accounts for over 20,000 UK firms over 2015?2024. Within firms, a bachelor's degree raises a worker's productivity by around 20%; a top-20 institution adds a further 10% and a postgraduate qualification 6%. The returns differ by organisational role. A bachelor's degree raises productivity for managers and non-managers alike. Specialist credentials - a STEM field, an elite institution - raise productivity for non-managers but not for managers, whose premium loads instead on postgraduate qualifications, above all MBAs. Managers also contribute around 26% more than otherwise identical non-managers, a premium that education does not explain. Averaged over the workforce, wage premia are close to productivity premia for each type of degree. However, the average conceals two wedges of opposite sign: STEM-trained non-managers are paid below their relative productivity, and degree-holding managers above it. Finally, for a subset of firms matched to the World Management Survey, workforce education accounts for around a quarter the well-documented correlation between management practices and productivity.

Harris, D. N., Taber, C. R., & Yang, Y. (Alan). (2026). **College Success: Understanding the Roles of Financial Aid, Loans, Preparation, and Incentives**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35930.html
Over the past four decades, the earnings gap between college graduates and non-graduates has widened substantially, prompting interest in policies aimed at promoting higher education among low-income students. A key challenge for these policies is the high college dropout rate. This paper develops a dynamic model of college enrollment and completion with rich individual heterogeneity to assess how various factors influence college attendance, dropout, and graduation. We estimate the model using data from longitudinal surveys, results of quasi-experimental studies on grant aid, and large-scale randomized controlled trials. We use the model to simulate the effects of tuition subsidies, college loans, financial incentives, and increased pre-college skills on attendance and completion. We find moderate effects of most unconditional financial policies on attendance, with small effects on completion conditional on attendance. By contrast, some merit-based incentives, such as forgiving student loans upon receipt of a bachelor's degree, have substantial effects. However, this type of policy and other financial subsidies accrue even more than the others to students from relatively wealthy

backgrounds. Overall, it appears infeasible to design a financial aid policy that is simultaneously effective in raising attainment and fiscally progressive. By comparison, we find that the greatest potential for increasing attainment could come from better preparing students for college.

Kelchen, R. (2026). **Can New Presidents Improve Colleges' Financial Health?** *Innovative Higher Education*, *51*(5), 1803-1826. https://doi.org/10.1007/s10755-025-09814-z
As many colleges are facing substantial financial challenges, institutional presidents are under increasing pressure to deliver results immediately after assuming the position. In this paper, I examine whether new college presidents are able to increase revenues, decrease expenditures, and improve the overall financial margin. I find little evidence that new leadership at public universities improved the financial position of their institutions in any meaningful way. However, new leaders at private institutions—especially at non-research universities—cut expenses to match declining revenues and right the financial ship.

Kosch, O., Szarucki, M., & McKinley, J. (2026). **Mapping scholarly resources for strategy: a resource-based view of two management faculties**. *Higher Education*, *92*(4), 2071-2098. https://doi.org/10.1007/s10734-025-01611-z
The marketization of higher education (HE) is often framed as a necessary response to competitive pressures, yet its underlying assumptions remain largely unexamined. This paper challenges the dominant view that universities must seek competitive advantage primarily through external market conditions. We argue for an alternative strategic orientation that prioritizes internal scholarly strengths as the foundation for sustainable institutional differentiation. Drawing on the resource-based view (RBV), we introduce the Scholarly Resource Score (SRS), a bibliometric method for identifying and measuring the value and rarity of scholarly resources. Using a dataset of over 1.1 million publication-author-keyword combinations, we apply SRS to University College London School of Management and Krakow University of Economics College of Management and Quality Sciences. Our analysis demonstrates that universities possess distinct scholarly resources that should guide institutional strategy. UCL excels in project scheduling and social networks, while KUE leads in enterprise systems and sustainable materials, highlighting the heterogeneity of academic expertise. By exposing the flawed assumptions behind market-driven HE reforms, we propose an alternative approach that prioritizes academic autonomy over reactive market alignment.

OECD. (2026). ***Spending Better for Children through Social Policy***. https://doi.org/10.1787/1d6fb668-en
Spending better for children is a social imperative and a smart economic choice. Children growing up in poverty or disadvantage face poorer health, educational and labour-market outcomes over the life course, with costs for individuals and society that may add to existing pressures on public finances. The policy challenge is not simply how much to spend, but how to allocate and design social spending to improve child well-being while supporting fiscal sustainability. Using a value-for-money framework, this report examines how the level, allocation and design of social spending affect child poverty, material deprivation, educational achievement and health, while considering implications for long-term social expenditure. It highlights the importance of coherent policy mixes rather than individual interventions. Employment-oriented policies, including Early Childhood Education and Care (ECEC), work-family reconciliation measures and Active Labour Market Policies (ALMPs), can strengthen family incomes and support children's development. Adequate and predictable income support

remains essential, appearing particularly valuable when combined with accessible health, housing, education and childcare services that address broader sources of disadvantage. Sustained support throughout childhood is also important, from early intervention to continued investment in middle childhood and adolescence. Overall, better value for money comes from policy packages combining effectiveness, equity and fiscal sustainability.

Oldac, Y., & Olivos, F. (2026). **Global research collaborations of the United Kingdom in the post-Brexit era**. *Higher Education*, *92*(4), 1803-1828. https://doi.org/10.1007/s10734-025-01596-9
Global research and collaborations have been expanding at unprecedented levels over the last decades. However, Brexit—the UK's decision to leave the European Union may represent a unique case within this global trend, and its effect on the position of UK higher education in international research collaborations globally needs to be investigated. This study utilises large bibliometric data (N = 85,070 papers published between 2010–2022) to investigate the global research collaborations of the UK before and after Brexit, focusing on publication volumes, research funding patterns and citation impact. The findings indicate a reconfiguration of the UK's global research collaborations, specifically with the EU, evidenced by proportional decreases in collaboration volumes, leadership roles, and citation recognition. Conversely, the UK's research collaborations with China-based scholars have increased, with a growing proportion of research funding coming from Chinese sources. Additionally, there has been an increase in collaboratively-authored publications without reported funding with regions such as Western Asia, North Africa and Southern Asia. This study is among the first to explore the effects of Brexit on global research collaborations, as it uses the accumulated numeric data over the years since Brexit. Given that the broad patterns from the retrospective large-scale data are only emerging, the study holds significant implications for policymaking and understanding the global research system. Policymakers and researchers can utilise the early empirical evidence offered in this article to proactively consider the negative consequences of the changes and capitalise on the positive outcomes.

Otto, J. M., Whatley, M., & Salto, D. J. (2026). **The internationalization of for-profit higher education institutions in the United States: Seeking legitimacy and responding to market forces via international student mobility**. *Higher Education*, *92*(4), 2237-2257. https://doi.org/10.1007/s10734-025-01619-5
Institutional internationalization has been extensively researched in US higher education, particularly with reference to the public and private nonprofit four-year sector. This study contributes to an emerging body of literature that explores internationalization in other higher education sectors and forms, using an explanatory mixed methods research approach to examine for-profit higher education institutions. We draw from business, economics, and sociology literature to develop a theoretical framework that helps explain observed internationalization activity within for-profit higher education and apply it to examine trends in in-bound and out-bound international student mobility. Specifically, we focus on the economic rationale for the internationalization of higher education, the notion of for-profit higher education institutions as privately-owned entities, and key theoretical constructs, namely neo-institutionalism, market imperfection, and niche market orientation. The quantitative portion of our study helps us to understand the extent to which actual in-bound and intended out-bound international student mobility is present in for-profit US higher education. Our qualitative analysis informs how for-profit institutions market themselves to compete for international students, what strategies these institutions use to promote study abroad, and the relevance of an institution's

market niche regarding student mobility. Our findings indicate that while neo-institutional theory, market imperfections, and niche market orientation help us understand international student mobility in for-profit higher education, these institutions also vary in which activities and target audiences they exhibit such behavior toward. Given the significant role that for-profit institutions play in the US higher education landscape, analysis of how and why these institutions engage in aspects of internationalization is warranted.

Patil, L., & Brakman Reiser, D. (2026). **The politics of legitimacy: roles of for-profit corporate and private philanthropic actors in global education**. *Journal of Education Policy*, *41*(6), 930-953. https://doi.org/10.1080/02680939.2026.2626713
High-net-worth individuals, and the business organizations they found and lead, are becoming a class of 'elite' donors who use philanthropic vehicles and mechanisms often drawn from business to achieve their philanthropic goals. With the entry of this class of donors into the realm of global education, the authors argue that we are witnessing the commodification of legitimacy. Utilizing comparative methodology, they examine case studies from Brazil, China, India, and the United States to systematically analyze global trends and regional differences in contemporary for-profit corporate and private philanthropic enactment. The analysis reveals consistent themes, with regard to philanthropic trends, as well as contemporary philanthropic enactment patterns that show the capitalist economy to be a driving force of globalization and transformation in global education. The discussion reflects on how new roles simultaneously support and undermine global education goals, highlighting these trade-offs as they relate to legitimacy, transparency, and accountability. This contribution brings the attendant vulnerabilities and trade-offs of non-state actor engagement to the forefront of discourse around the achievement of Sustainable Development Goal 4 and considers safeguards that can be taken to ensure equitable and democratic education governance.

Renick, J., Furco, A., Janke, E. M., & Ozer, E. J. (2026). **More than Just Money: Strategic Allocation of Resources to Support Community-Engaged Scholarship**. *Innovative Higher Education*, *51*(5), 1901-1932. https://doi.org/10.1007/s10755-025-09831-y
Community-engaged scholarship, research conducted in partnership with diverse communities outside of academia, is one way that universities can fulfill their public mission to society. Unfortunately, academic institutions are not always well-suited to support this kind of research, leading to recent attention on how universities can strengthen organizational conditions for community-engaged scholarship. Within such efforts, resource allocation plays an important role in creating the needed structures and systems to facilitate community-engaged scholarship. However, effective resource allocation is complex. To advance understandings of strategic resource allocation for community-engaged scholarship, this paper features illustrative cases of three public research universities, identifying and analyzing diverse resource allocation approaches, and employing the theoretical framework of organizational readiness. These examples include both internal and external funding, and span a range of focal areas, such as infrastructure, implementation, and convening. We further draw upon these cases to generate a tool to guide institutional leaders and funders in assessing their approaches to resource allocation. Through illustrating a variety of approaches to strategic resource allocation, we aim to showcase new directions in the academic ecosystem to better support community-engaged scholarship.

Roy, K., & Zhang, A. (2026). ***The Price of Opportunity: School Quality and Housing Prices in the Dayton Metropolitan Area*** (Working paper N° 4s3nm_v1). https://doi.org/10.31235/osf.io/4s3nm_v1

This study examines the relationship between school performance and housing prices in the Dayton Metropolitan Area. The analysis uses data from 40 geographic subunits across seven school districts, combining housing prices, Ohio Performance Index scores, and socioeconomic characteristics. A baseline regression is first used to estimate the association between school performance and housing prices while controlling for socioeconomic characteristics, followed by a district fixed-effects model that accounts for unobserved characteristics shared by geographic subunits within the same school district. The baseline model finds a positive and statistically significant association, with a one-point higher Performance Index associated with approximately 1.8% higher median home prices. However, after the district fixed effects are included, the Performance Index coefficient becomes negative and statistically insignificant. This indicates that the positive association does not remain within districts under this specification. These findings suggest that the observed relationship between school performance and housing prices may reflect broader differences across school districts rather than a consistent relationship within districts.

Sengstaken, N. S. (2026). **Labor for Learning: Financial Structure and Institutional Characteristics of Work Colleges**. *Innovative Higher Education*, *51*(5), 2643-2664. https://doi.org/10.1007/s10755-026-09915-3

This study documents the financial characteristics of all ten federally designated work colleges using a decade of institutional data from the Integrated Postsecondary Education Data System (2014–2023). Work colleges are a small group of private, nonprofit institutions that require all residential students to participate in structured, compensated labor programs as a condition of enrollment, with the explicit goal of reducing reliance on tuition revenue. Using distributional benchmarks, longitudinal financial trajectories, institution-level profiles, and a lasso-selected logistic classification model, I characterize the financial distinctiveness of work colleges relative to approximately 1,600 comparable private, nonprofit, four-year institutions. Work colleges rely far less on tuition revenue (median tuition share of 25 percent versus 56 percent for comparators), draw substantially more from private gifts, and carry lower average federal loan burdens than peers. While work college institutional profiles vary, they maintain operating margins and net financial positions that are broadly comparable to, and in some cases stronger than, those of similar institutions. The lasso classification analysis identifies Pell recipient share, rural locale, and revenue composition as the institutional characteristics most consistently associated with work college status. These findings contribute to ongoing policy conversations about college costs, financial aid design, and the viability of alternative institutional operating models in higher education.

Shin, J. C. (2026). **Institutional response patterns to the competitive funding in South Korea**. *Higher Education*, *92*(4), 1935-1952. https://doi.org/10.1007/s10734-025-01604-y

The neoliberal education policy encourages competition between universities through competitive funding. When adopting competitive funding, the state began to provide funding to private universities as well as national universities, and institutional mission differences blurred. Under this funding mechanism, universities began to develop their own strategies for dealing with the new funding mechanism. This study analyzes how universities in different institutional contexts adopt different response strategies to the competitive funding project in South Korea. This study

found that universities, like other organizations, developed their own strategies to secure competitive funding. First, prestigious universities with high institutional capacity selectively responded to state funding projects while universities with a low status aggressively responded to competitive funding to bring in more funding from the state. Second, this study found that a university whose institutional capacity is in the 'mid-range' (higher than the aggressive strategy, but lower than the selective strategy) adopted hybrid and multiple response strategies. Finally, this study suggests that strategic response is a possible reason why the competitive funding policy has had insignificant effects in some universities but significant in others.

Simpson, S. (2026). ***Who Are Our Peers? Using k-Prototypes Clustering to Construct Institutional Peer Groups*** (Working paper N° phnaw_v1). https://doi.org/10.35542/osf.io/phnaw_v1
This article presents a reproducible public-data methodology for constructing institutional peer groups in higher education. Using Integrated Postsecondary Education Data System (IPEDS) data, we develop a two-stage k-prototypes clustering workflow that accommodates both numerical and categorical institutional features. The first stage identifies a broad institutional comparison set across all IPEDS institutions, while the second stage reclusters institutions within the focal institution's global cluster to identify a more focused local peer group. Using St. Bonaventure University as a case example, the procedure identified a global comparison cluster of 1,132 institutions and a local peer cluster of 247 institutions. We further use a random forest classifier and shallow decision-tree surrogate to summarize the institutional characteristics that distinguish the resulting local clusters. The framework provides a transparent and adaptable approach for institutional peer-group construction using publicly available data and open-source analytical tools.

Wolniak, G., & Salisbury, M. (2026). **Reframing Value in Higher Education: Individual Pricing Data and the Transparency Gap**. *Innovative Higher Education*, *51*(4), 1537-1567. https://doi.org/10.1007/s10755-026-09914-4
The study examines existing weaknesses in assessing the economic value of higher education from the perspective of the consumer, rooted in the lack of individualized pricing data. Despite decades of policy efforts aimed at improving tuition transparency, students and researchers remain constrained by publicly available institutional averages and opaque pricing structures that obscure the actual costs paid by individual students. To address this problem, a novel dataset is introduced comprising crowdsourced financial aid award letters and student demographic information, offering a rare and actionable view into real college prices. The paper offers an overview of the historical and conceptual underpinnings of tuition opacity; critiques the limitations in existing public data sources; and presents illustrative empirical insights from a case study of four universities within a single state. By comparing publicly reported prices with actual prices paid, findings reveal that publicly reported pricing metrics often misrepresent the true costs students face, with significant implications for equity, access, and decision-making. The paper calls for a new transparency paradigm that centers students' unique contexts and argues that the absence of individualized pricing data is not merely a technical limitation but a fundamental barrier to evaluating affordability, equity, and return on investment in postsecondary education.

Zanardelli, R. (2026). ***Better together? A performance theory of human-machine skill policies under generalization difficulty*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.16863

Organizations pairing a human and a machine on a task decide, often by default, which executes each instance and what happens when both do. We account for what this attains under the squared rule, with performance distributed over instances to capture generalization difficulty. A gross stake lies between the skills' mean and best per instance. It splits at the best single skill into a systematic part, known from separate assessments and secured by commitment, and a residual, the expected value of perfect information on which skill each instance favors, known only from paired observation and split further by classes. Skills set the stake; workflows decide the take, via two channels. Routing directs work, weighting or selecting responses; with binary truth it is capped by the best skill per instance. Reading responses as joint evidence is not routing; what they jointly reveal caps it. Synergy lets skills interact before responding; bounded by no skill either way, its lift over independent responses must clear a break-even and can fall below one. As algorithms, arrangements form a ladder stating what each reads, holds and records, and a procedure whose checks keep earlier gains when class means are known and lose little on finite records given a margin. The theory extends to many skills, each worth what it adds where it beats all others held, and to competing skills, where at parity a single failure's allowed cost decides. In a public chest-radiograph study with 227 radiologists, they are near parity with the model and the stake is mostly residual; assisted reading, no better on average originally, returned less than averaging both responses; recalibrating the model alone beats any deployable arrangement of raw responses. Organizations can learn from their records what is at stake, which arrangement collects it and what evidence each step needs; pricing costs and errors is future work.

Aspects psychologiques de l'éducation

Audrin, C., & Vauthey, N. (2026). **Le rôle des émotions dans les apprentissages : étude des devoirs d'allemand langue seconde à partir de la théorie contrôle-valeur**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 106-122. https://doi.org/10.53967/cje-rce.7027

Although recent studies have placed increasing emphasis on emotions in the school context, most of them have investigated the emergence of emotions of achievement in the classroom. Our aim here is to investigate the emotions experienced during homework through the prism of control-value theory and its adaptation to the homework context. We asked 120 pupils aged 12–15 to complete self-report questionnaires to measure (1) their emotions of achievement, (2) their perceptions of control and value in relation to homework, and (3) their academic results in German as a second language. Path analyses suggest that perceptions of control and value are significantly related to the emergence of joy, anxiety, and boredom. However, only anxiety was significantly related to academic performance. This study highlights the decisive role of perceptions of control and value in the emotions felt during homework and in school results. These results offer concrete applications for parents and teachers by proposing to develop the feeling of control and the value placed on homework.

Azimi-Bolourian, M., Fiksenbaum, L., & Saffaran, P. (2026). **Exploring the Impact of the Jigsaw Classroom Activity on Student Collaboration, Academic Performance, Attitude, and Anxiety in a Graduate-Level Statistics Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.21114

Among cooperative learning strategies, the Jigsaw classroom activity is particularly adaptable, working well across diverse age groups and academic disciplines. This strategy is especially relevant in graduate-level statistics courses, which are notoriously difficult and intimidating for non-mathematical students. This qualitative case study explored graduate students' experiences with the Jigsaw classroom activity in a statistics course within a psychology program. Through semi-structured focus group interviews and reflection papers, participants reflected on the effectiveness of the approach and the challenges encountered. Reflexive thematic analysis identified key themes related to the students' perceptions and experiences. Pre- and post-survey results indicated a decrease in students' level of statistical anxiety. The scores on multiple-choice quizzes also demonstrated students' good understanding of the material presented. Overall, results indicated that students perceived the Jigsaw learning activity as effective in enhancing certain elements of statistical literacy, such as collaboration, academic performance, critical skills, and attitudes toward statistics, while also reducing statistical anxiety. Additionally, participants reported increased engagement and confidence in tackling statistical problems. However, challenges such as uneven effort distribution and initial confusion about the activity's structure were noted. Suggestions for addressing these challenges included clearer instructions and better time management.

Beaudoin, M.-S., & Macfadyen, L. P. (2026). **Self-Regulated Learning Skills Contribute to Academic Success and Academic Resilience in First-Year Students Enrolled in an Online Physiology Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22491

Self-regulated learners can independently plan, carry out, and evaluate their own learning process, and self-regulated learning (SRL) is positively associated with academic success. However, youth, limited post-secondary experience, and online delivery are all factors independently associated with poorer SRL skills. Since the COVID-19 pandemic, online course offerings have flourished, creating unprecedented challenges for first-year undergraduate students. Using a mixed-method approach, this study examined how SRL attitudes and behaviours contributed to the success and/or resilience of students enrolled in an online introductory physiology course. SRL skills were significantly associated with students' final grades. High-achieving students also planned to use more learning strategies that are supported by evidence compared to their lower-achieving peers. Importantly, SRL skills also contributed to student ability to improve throughout the term. "Greatest improvers" adequately identified necessary changes to their study methods and were more likely to do so early in the semester, compared to less resilient students. Conversely, an astounding 60% of low-achieving students who expressed dissatisfaction with their midterm exam grades were unable to identify alternate learning strategies to prepare for the final exam. This suggests that having a more extensive "SRL studying toolbox" allows students to choose task-appropriate study methods and to adjust their learning behaviors when necessary. Promoting academic success for entry-level students in online environments requires more than teaching course content. Rather, it necessitates instructional methods that scaffold SRL to encourage students to adopt effective learning techniques and attitudes.

Beighton, C. (2026). **Neurofarming HE: how to think, feel and act in the Ne(ur)oliberal university**. *Journal of Education Policy*, *41*(6), 954-973. https://doi.org/10.1080/02680939.2026.2640563

The term 'neuroliberalism' has emerged in recent educational policy analysis as a way of accounting for shifts in institutional governance which cannot be fully understood by the workings

of neoliberalism. The latter has always been a complex idea, and recent shifts in global politics and related crises in UK higher education may challenge it as an overarching explanation of how the goals of capital are achieved. This paper discusses the concept's expression in recent discourse in the field of higher education governance, focusing on the latter's growing interest in the irrational. Its analysis highlights a discourse of 'neurofarming' according to which educational bodies are framed discursively as brain-like systems for the purposes of value extraction. Drawing on the ideas of speed theorist Paul Virilio (1932–2008) suggests that governance trends in HE include farming its subjects to the point of exhaustion. Whether this represents a specifically 'neuroliberal' turn remains moot, but it allows a close focus on how ways of thinking, feeling and acting are governed by a ne(uro)liberal extractive apparatus.

Boden, C., Girdley, A., Benton, A., & Pomeroy, K. (2026). **The Hidden Curriculum of Care: Emotional Labor, Burnout, and Compassion Fatigue in Higher Education**. *Innovative Higher Education*, *51*(5), 2117-2138. https://doi.org/10.1007/s10755-026-09882-9
This study examines various job demands (emotional labor, secondary trauma exposure, student-related stressors) and job resources (organizational support, self-care) using the Jobs Demands-Resource Theory to analyze professional quality of life (compassion fatigue/satisfaction) for university faculty members. Research questions are related to the predictive relationship among these variables and outcome of quality of life. While studies have examined various aspects of these relationships, the research is scant regarding higher education faculty. Our findings indicated the job demands, in general, did predict higher compassion fatigue and lower compassion satisfaction. One salient result indicated student related stressors mediated the positive relationship between exposure to student trauma and burnout. When stressors were controlled, trauma no longer predicted burnout. Similarly, when stressors were controlled for compassion satisfaction, there was a positive relationship between exposure to student trauma and compassion satisfaction. Discussions of student-centered and trauma-informed practices within the classroom require information for how these concepts may affect faculty.

Boon-Falleur, M. (2024). ***The effect of resources on psychological preferences and behavioral strategies, from theory to empirical investigations*** (Theses, Université Paris sciences et lettres). Consulté à l'adresse https://theses.hal.science/tel-05826397
Extensive research has shown that access to material resources significantly influences life outcomes, such as health, education, and social trust. Across the globe, we observe a stark socioeconomic gradient: individuals with fewer resources often face worse health, lower educational achievements, and diminished trust in others and institutions, highlighting a link between material wealth and both behavioral and psychological outcomes. For instance, lower income often correlates with higher consumption of alcohol and cigarettes despite their high cost, suggesting that socioeconomic impacts extend beyond simple financial constraints to influence people's behavioral strategies. Two primary frameworks in psychology—the scarcity and the contextually adaptive approaches—account for these socioeconomic differences in people's behavior. The scarcity approach views poverty as a cognitive load that impairs long-term planning and decision-making, promoting impulsive behaviors. In contrast, the contextually adaptive approach considers these behaviors as rational adaptations to environmental and evolutionary pressures, suggesting that strategies developed in response to adversity are not signs of failure but adaptive responses. My thesis builds upon the contextually adaptive approach by proposing a model of optimal resource allocation, arguing that the amount of resources influences optimal behavioral strategies. People with greater resources develop traits such as

patience and risk tolerance, conducive to long-term planning and cooperation, while those with fewer resources may exhibit risk aversion and focus on immediate needs. This leads to distinct societal norms and values, with resource-rich societies encouraging innovation and democratic principles, and resource-scarce communities leaning towards conservatism and authoritarianism. In this chapter, I also examine the role of time discounting in behaviors perceived as risky, suggesting that such actions often involve a complex trade-off between immediate gratification and long-term risks, rather than pure risk-seeking. Subsequent chapters of my thesis empirically investigate how ecological conditions affect behavior. In the second chapter, I explore how perceptions of mortality and morbidity during the COVID-19 pandemic influence people's risk-taking and patience. By analyzing a survey of 5,000 individuals in France and employing an instrumental variable method with local COVID-19 death rates to address endogeneity, I find that perceived risks significantly influence behavior, increasing risk aversion, particularly at higher levels of perceived threat. I then turn to socioeconomic disparities in waiting behavior focusing on real-life decision-making during the higher education application process. The study examines how students from lower socioeconomic backgrounds tend to prefer immediate rewards over deferred ones. Analyzing data from the French Admission Post Bac system with over 89,263 student records, the findings reveal that even when taking into account differences in academic performance, aspirations, and waiting costs, students from less affluent backgrounds were more likely to accept early university offers promptly. This finding suggests that disadvantaged students are less likely to be patient because of psychological influences such as diminished self-confidence and a mistrust of future opportunities. Finally, I examine how socioeconomic status influences social behaviors by studying perceptions of trustworthiness linked to wealth in a diverse sample of participants from Brazil, Colombia, the Democratic Republic of Congo, India, France, Nigeria, the Philippines, and the United Kingdom. The findings indicate that across these culturally diverse settings, wealthier individuals are generally perceived as more trustworthy, suggesting a global tendency to negatively stereotype poorer individuals.

Bouchard, P.-O. (2026). ***Agir sur ses émotions en contexte d'expédition : analyse du travail émotionnel enseignant*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/10547/

Cette recherche s'intéresse au travail émotionnel des enseignants en contexte d'expédition éducative, un environnement pédagogique caractérisé par l'immersion en milieu naturel, l'incertitude et la présence de risques. Si les émotions occupent une place centrale dans la profession enseignante, elles sont encore peu documentées dans des contextes aussi exigeants. L'objectif de cette étude est de mieux comprendre comment les enseignants mobilisent et régulent leurs émotions dans l'action. La recherche s'inscrit dans le programme de recherche du cours d'action (PRCA) et adopte une approche qualitative, située et phénoménologique. Deux enseignants ont été suivis lors d'expéditions éducatives, à travers un dispositif méthodologique combinant récits d'expérience, grilles d'estimation de l'état affectif, observations participantes et entretiens semi-dirigés. L'analyse vise à reconstruire l'expérience vécue des enseignants, en identifiant les inducteurs émotionnels, les stratégies de travail émotionnel, leurs formes et les intentions associées. Les résultats mettent en évidence une diversité d'inducteurs émotionnels, parmi lesquels les élèves occupent une place centrale, mais aussi des éléments spécifiques au contexte d'expédition, tels que le milieu naturel, les exigences physiques ou l'organisation logistique. Trois grandes stratégies de travail émotionnel sont mobilisées : le travail en surface, le travail en profondeur et l'expression authentique des émotions. Ces stratégies prennent des formes variées, notamment la théâtralisation, la non-

intervention, la mise en action, la réinterprétation cognitive et la contagion émotionnelle. Elles sont guidées par des intentions principalement liées au maintien du climat de groupe, au soutien pédagogique, à l'autorégulation et à la construction de sens. Cette étude met en lumière la spécificité du travail émotionnel en contexte d'expédition éducative. Elle souligne également le potentiel formateur de ces contextes pour le développement des compétences émotionnelles des enseignants. Enfin, elle ouvre des perspectives pour la formation en éducation en plein air, en intégrant une meilleure compréhension des dimensions émotionnelles de l'activité enseignante. This research focuses on the emotional labor of teachers in the context of educational expeditions, a pedagogical environment characterized by immersion in a natural setting, uncertainty, and the presence of risks. While emotions occupy a central place in the teaching profession, they remain poorly documented in such demanding contexts. The objective of this study is to better understand how teachers mobilize and regulate their emotions in action. The research is grounded in the course-of-action research program and adopts a qualitative, situated, and phenomenological approach. Two teachers were followed during educational expeditions through a methodological design combining story of experience, self-rating scale of emotions, participant observations, and semi-structured interviews. The analysis aims to reconstruct the lived experience of teachers by identifying emotional inducers, emotional labor strategies, their forms, and the associated intentions. The results highlight a diversity of emotional triggers, among which students occupy a central place, but also elements specific to the expedition context, such as the natural environment, physical demands, and logistical organization. Three main emotional labor strategies are mobilized: surface acting, deep acting, and the authentic expression of emotions. These strategies take various forms, including theatricalization, non-intervention, action-taking, cognitive reappraisal, and emotional contagion. They are guided by intentions mainly related to maintaining group climate, pedagogical support, self-regulation, and meaning-making. This study sheds light on the specificity of emotional labor in the context of educational expeditions. It also highlights the formative potential of these contexts for the development of teachers' emotional competencies. Finally, it opens perspectives for outdoor education training by integrating a better understanding of the emotional dimensions of teaching activity.

Boujut, E., Despax, J., Ridremont, D., & Cappe, E. (2026). **Determinants of stress and burnout in French teachers working with autistic students**. *International Journal of Inclusive Education*, *30*(13), 4248-4266. https://doi.org/10.1080/13603116.2026.2626526
The teaching profession is particularly at risk of stress and burnout, especially when dealing with students with special needs, such as those with autism. In this context, the aims of this study are: (1) to measure the prevalence of burnout among French teachers working with at least one autistic student in their class, and (2) to identify predictors of burnout among these teachers. Questionnaires measuring perceived stress, self-efficacy, coping strategies, perceived social support and burnout were completed by 141 French teachers having at least one autistic student in their class. The results show a high prevalence of burnout, similar to that of the general French teaching population. Transactional variables were the main determinants of burnout in our participants. Theoretical and clinical implications are discussed.

Chen, C., Ren, H., Zhou, T., & Liu, J. (2026). **Parental Socialization of Academic Failure and Adolescent School Burnout: The Mediating Role of Failure Mindset and Moderating Role of Learning Orientations**. *Journal of Youth and Adolescence*, *55*(11), 2808-2824. https://doi.org/10.1007/s10964-026-02411-z

School burnout is an important developmental concern during adolescence, yet less is known about the role of parent socialization, particularly in response to adolescent academic failure, in the development of school burnout over time. More specifically, limited research has examined how different forms of parental failure socialization contribute to adolescents' failure-related mindsets and how adolescents' own learning motivations may condition these associations. Using three-wave longitudinal data from 806 Chinese parent-adolescent dyads (Adolescents: Mage = 13.92 years, SD = 0.66; 53% female; students in Grades 7–8), this study examined whether adolescents' failure-is-enhancing mindset mediated the associations between parents' process-oriented and person-oriented socialization and later school burnout, and whether these associations varied by adolescents' mastery-related characteristics. Results showed that person-oriented socialization predicted higher school burnout through a lower failure-is-enhancing mindset, whereas process-oriented socialization showed the opposite pattern. Cognitive persistence strengthened the positive effects of process-oriented socialization, whereas negative reactions to failure amplified the negative effects of person-oriented socialization. Findings highlight the role of failure-is-enhancing mindset in linking parental failure socialization to school burnout and suggest that adolescents' motivational characteristics shape their sensitivity to parental messages about failure.

Chen, L. (2026). **Examining the role of emotional regulation in vocational education: effects on academic performance, self-motivation, and learning satisfaction**. *International Journal of Inclusive Education*, *30*(13), 4097-4131. https://doi.org/10.1080/13603116.2026.2615728
Emotional Regulation (ER) is one of the essential aspects of Emotional Intelligence (EI) and is crucial in processing negative emotions that affect health, well-being, and learning. The study analyzed the connection between ER and learning outcomes among Vocational Education (VE) students in the EI theoretical framework. A structured questionnaire was used to collect data by March–June 2024 on 436 students of three VE institutions in Jiangsu Province, China, using a purposive sampling method. The quantitative research design was used, and the data were analyzed using the Statistical Package of the Social Sciences (SPSS). The results indicated that ER has a large positive effect on various learning outcomes, such as Academic Performance (AP), Self-Motivation (SM), Learning Satisfaction, Collaborative Learning (CL), Problem-Solving skills (PS), and flexibility in learning and shifting working settings. Students who had a higher ER had better learning results in VE programs. The novelty of the current study is that it thoroughly explores ER and various learning outcomes based on the EI theory in a vocational setting. In practice, the findings indicate that implementing EI-based training in vocational education will be useful in improving ER and, consequently, resilience, performance, and overall learning effectiveness of students.

Chen, W.-L., & Chen, J.-H. (2026). **Parental academic comparisons of siblings and adolescent well-being: A longitudinal study from Taiwan**. *Family Relations*, *75*(5), 3416-3434. https://doi.org/10.1111/fare.70225
Objective This study investigates the relationship between parental academic comparisons of siblings and adolescents' well-being, a topic that has not been extensively studied in literature. Background In East Asian societies, academic achievement is highly valued, and parents often compare siblings' academic performance to encourage greater achievement. Method Leveraging longitudinal data of the Taiwan Youth Project (N = 1,464, aged 15–18), the study employs random-effects and fixed-effects models to examine how parental academic comparisons are associated with adolescents' well-being. Results Nearly three quarters of

Taiwanese adolescents reported at least some parental academic comparison between siblings. Both random-effects and fixed-effects models reveal that frequent perceived parental comparisons correlate with adolescent well-being, that is, mental health and aggressive behavior. The results were predominantly observed among females, and the associations became nonsignificant once measures of family relationships and self-esteem were controlled for. Conclusion The findings underscore the potential adverse effects of a common parenting practice in East Asia, but, more importantly, reveal that family relationships and self-esteem explain the associations between frequent parental academic comparisons and adolescents' aggression and mental health. Implications These results suggest actionable levers for family education and professionals in Taiwan and East Asia, guiding them toward parenting strategies that enhance family relationships ultimately to improve adolescents' well-being.

Chichekian, T., Sverdlik, A., Bélisle, M., Vallerand, R. J., & Maheux, C. (2026). **The Balancing Act of Passion for Teaching and for the Subject in Higher Education**. *Innovative Higher Education*, *51*(5), 1963-1987. https://doi.org/10.1007/s10755-025-09838-5
This study investigates the interplay between faculty members' passion for teaching, passion for their academic discipline, and relational well-being. Utilizing a mixed-methods approach with 97 faculty members from diverse disciplines at a research-intensive university, participants were classified into three passion profiles using k-means clustering based on their levels of passion for teaching, as well as harmonious passion, and obsessive passion for their subject. Those with balanced passion for teaching and subject expertise exhibited the highest levels of relational well-being, those with low passion for both displayed reduced well-being, and those with high passion for both teaching and the subject demonstrated strong engagement but challenges with work-life balance due to overcommitment. Faculty with balanced passion exhibited the highest levels of relational well-being, whereas those with overall low passion showed reduced well-being. Those with high passion in teaching and in their subject demonstrated strong engagement but faced challenges in work-life balance due to overcommitment. Thematic analysis of qualitative responses explored how faculty expressed and enacted their passion for teaching. The findings underscore the importance of fostering a balanced passion among faculty to enhance well-being and teaching effectiveness while mitigating the risks of obsessive passion, such as burnout. Targeted professional development and institutional policies promoting the maintenance of a balanced passion are discussed to support faculty satisfaction and student outcomes.

Ching, B. H.-H., & Huang, M. (2026). **Cultivating Academic Buoyancy in a High-Pressure Confucian Context: Testing Adaptive Beliefs About Failure as a Longitudinal Mediator of Self-Compassion Among Chinese Adolescents**. *Journal of Youth and Adolescence*, *55*(11), 2870-2887. https://doi.org/10.1007/s10964-026-02424-8
While self-compassion buffers stress, the longitudinal cognitive mechanisms supporting academic buoyancy under high-pressure educational systems remain unclear. A three-wave design tracked 856 Chinese adolescents (mean age = 15.43 years, SD = 0.62, 51.9% female) from nine Hong Kong secondary schools. A random-intercept cross-lagged panel model partitioned traits from within-person fluctuations. At the between-person level, stable individual differences in self-compassion, adaptive beliefs about failure, and academic buoyancy were positively correlated. At the within-person level, temporary positive deviations in self-compassion prospectively predicted increased adaptive beliefs about failure, which sequentially predicted enhanced academic buoyancy. These findings suggest that naturally occurring within-person fluctuations

in self-compassion are associated with adaptive setback evaluations, supporting cognitive reframing.

Consiglio, P., Fokkens-Bruinsma, M., Jansen, E. P. W. A., & Fleer, J. (2026). **Burnout Risk Profiles Among University Students: Exploring Burnout Configurations Using a Person-Oriented Approach**. *Innovative Higher Education*, *51*(5), 2005-2025. https://doi.org/10.1007/s10755-025-09866-1
The purpose of this study was to identify burnout risk profiles of university students from a Dutch university using burnout primary (i.e., exhaustion, mental distance, cognitive and emotional impairment) and secondary symptoms (i.e., psychological distress and psychosomatic complaints). A cluster analysis revealed four profiles: No risk (27.4%), Low risk (26.7%), High risk on secondary symptoms (27.8%), and High risk (18.1%). The first cluster showed no likelihood of burnout complaints. The low risk profile was at low risk of experiencing burnout symptoms. The third group was at heightened risk of showing secondary symptoms. The high risk cluster was at high risk of experiencing all burnout complaints. Group difference analyses revealed that high risk students reported greater frustration and lower satisfaction of the psychological needs than the other groups. In the no risk cluster, a higher percentage of male and Dutch students was found. Instead, a more female and international students were detected in the high risk on secondary symptoms profile. Our findings shed light on the importance of providing interventions that take into account the varying degrees of burnout risk for primary and secondary symptoms as well as the needs and challenges faced by different student populations.

Dearth-Wesley, T., Herman, A. N., & Whitaker, R. C. (2026). **The Association Between Psychological Flexibility and Sense of Belonging Among U.S. Undergraduate Students**. *Innovative Higher Education*, *51*(5), 2211-2231. https://doi.org/10.1007/s10755-026-09887-4
Greater student belonging is linked to improved academic, social, and health outcomes and could help reduce loneliness and its associated health risks. The need for belonging is especially critical for emerging adults, who are navigating instability in relationships and commitments while exploring their identities, building skills for connection, and broadening their social worlds. Helping students reflect on and adapt to ambiguous environmental cues and social interactions, as well as accept negative feelings and work through them in alignment with their valued goals, could strengthen their sense of belonging. Psychological flexibility – one's ability to be present and open without defenses to thoughts and feelings and to behave based on personal values – is a modifiable capacity that is understudied in relation to belonging. Using cross-sectional survey data from over 16,000 undergraduate students in 104 U.S. colleges and universities, we examined the association between psychological flexibility and students' sense of belonging. After adjusting for covariates, higher psychological flexibility was significantly associated with greater belonging. For each 1 SD increase in the psychological flexibility score, there was a 0.43 (95% CI: 0.40, 0.45) unit increase in the adjusted belonging z score ($P < .001$). Efforts by colleges and universities to increase students' psychological flexibility, alongside ongoing efforts to make students feel accepted, valued, and connected, could improve student belonging and its associated benefits.

Dionne, M.-A. (2026). ***Susciter le plaisir d'apprendre des élèves en EPS : analyse de l'expérience émotionnelle des élèves du secondaire au Québec lors de l'utilisation d'un dispositif ludique en badminton*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/10487/

Dans le contexte scolaire québécois, le plaisir d'apprendre est explicitement valorisé comme un levier de l'engagement, de la persévérance et de la réussite éducative (Ministère de l'Éducation, 2020). Toutefois, en éducation physique et à la santé (EPS), sa mise en oeuvre demeure complexe en raison de tensions historiques et institutionnelles qui limitent parfois l'émergence d'expériences émotionnelles favorables aux apprentissages (Delignières & Garsault, 2004; Visioli, 2022a). Cette recherche explore comment l'utilisation d'un dispositif ludique singulier, le Cartabad, peut contribuer à transformer l'expérience émotionnelle vécue par des élèves du secondaire en EPS. Ancrée dans les postulats de l'énaction (Varela et al., 1993), la présente étude s'inscrit dans le programme de recherche du cours d'action (Theureau, 2006). Elle adopte une méthodologie qualitative interprétative, combinée à une quantification des données qualitatives, afin d'analyser l'activité des élèves comme une expérience située, dynamique et indissociable des émotions vécues en situation. Une étude de cas a été menée auprès d'un groupe d'élèves de secondaire 2 lors d'une situation d'apprentissage et d'évaluation (SAE) en badminton composée de six séances, intégrant le dispositif ludique du Cartabad. Les données ont été recueillies à l'aide de récits d'expérience audio produits par les élèves à la suite de chaque séance, ainsi que d'une échelle graduée de l'état émotionnel allant de -5 à +5. L'analyse inductive s'appuie sur les unités significatives du cours d'expérience et leurs relations de composition, permettant d'anticiper l'évolution des dynamiques émotionnelles des élèves selon un continuum allant du déplaisir, au plaisir d'agir, puis à la joie d'apprendre, en lien avec le processus d'appropriation progressive du dispositif ludique. Les résultats mettent en évidence une évolution dynamique des états émotionnels des élèves, marquée par le passage du déplaisir au plaisir d'agir, puis, pour certains, vers une joie d'apprendre. Quatre trajectoires émotionnelles singulières émergent, révélant une forte hétérogénéité des expériences vécues. La discussion mobilise le concept d'appropriation (Theureau, 2011), afin de comprendre les conditions favorisant la transformation du rapport sur le plan émotionnel des élèves aux apprentissages. Cette recherche propose ainsi des pistes pédagogiques pour concevoir des situations d'EPS ludifiées, sensibles aux émotions et à la diversité des profils d'élèves.

Dussarps, C., & Cordier, A. (2026). **« C'est très facile de lâcher » (Jérôme, 17 ans) : bien-être et persévérance de lycéens scolarisés au CNED**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x7
Quels liens existent entre le bien-être subjectif et la persévérance de lycéens scolarisés à distance au CNED ? À partir d'une enquête mixte (questionnaire auprès de 2 264 élèves et 19 élèves rencontrés dans le cadre d'entretiens longitudinaux), cette contribution explore comment les trois besoins psychologiques fondamentaux de la théorie de l'autodétermination — autonomie, compétence et appartenance sociale —, essentiels au bien-être, influencent l'engagement et la motivation dans un contexte d'apprentissage médiatisé. Les résultats montrent que l'autonomie, souvent subie plus que choisie, est source de difficultés pouvant conduire au décrochage ; que le sentiment de compétence, fragilisé par le manque d'accompagnement, amène les élèves à mettre en œuvre des stratégies d'adaptation et de soutien entre pairs pour le maintenir ; que le besoin d'appartenance, affaibli par un design pédagogique pensé enseignement plus qu'apprentissage, conduit à s'adapter en recherchant l'aide au sein de son cercle social privé plutôt que scolaire. L'étude met ainsi en évidence une tension entre contraintes et pouvoir d'action : lorsque les médiations humaines et techniques soutiennent ces besoins, la distance devient espace d'autonomisation et de reconfiguration de son parcours scolaire. Lorsqu'elles les entravent, elles conduisent à une fragilisation du bien-être et de la persévérance.

Fan, J., Liu, S., Ren, L., & Li, L. (2026). **Family relationship profiles and their associations with children's academic school readiness and approaches to learning**. *Family Relations*, *75*(5), 3578-3597. https://doi.org/10.1111/fare.70261
Objective This study aimed to explore latent profiles of family relationships based on marital quality, coparenting, and parent–child relationships, and examine their associations with children's academic school readiness and approaches to learning with a Chinese sample. Background Previous research often used variable-centered approaches, which potentially overlook unique relationship configurations and their influence on children. Method At the beginning of kindergarten, both fathers and mothers from 366 families completed questionnaires of demographic information, child temperament, and family relationship variables. At the end of kindergarten, research assistants assessed children's academic school readiness, and the primary caregivers reported children's approaches to learning. Results Five family relationship profiles emerged: highly cohesive, moderately cohesive, and dysfunctional families showed consistently high, moderate, and poor relationship quality across all subsystems, respectively. Compensatory families had poor marital quality and coparenting quality but low parent–child conflict. Unbalanced families exhibited contrasting evaluations between mothers and fathers across subsystems. Although family relationship profiles did not predict children's school readiness on math, language and literacy, they made significant differences in children's approaches to learning. Conclusion The findings reveal variations of families in the synchronism of relationship quality across subsystems. Families with boundaries across subsystems showed some buffering effect on children's approaches to learning. Implications This study underscores the value of a family-centered approach in capturing the complexity of family dynamics. Furthermore, maintaining subsystem boundaries may help families experiencing difficulties in certain relationships.

Fulham-McQuillan, H., Thomas, C., Mulcahy, G., Boyle, G. M., Ottewill, A., McGrath, C. I., … Deschênes, S. S. (2026). **The intersection of research culture and researcher mental health and wellbeing: a quantitative study**. *Higher Education*, *92*(4), 1893-1914. https://doi.org/10.1007/s10734-025-01601-1
The mental health and wellbeing of the research community is crucial to the health of academic institutions and to research excellence. However, the competitive nature of research and the precarity of many research positions can negatively impact mental health and wellbeing. The present study aimed to examine the intersection of research culture and the mental health and wellbeing in a research community. The study sample included 596 members of the research community in a research-performing university in Ireland in 2023. The data was analysed using network analysis and multiple regression analyses. In a bridging analysis research culture items Feeling pressured to work long hours and Feeling that the research system exploits one's interest in research leading to a heavy workload bridged research culture with work stress. In multiple regressions, this feeling of exploitation was associated with increased symptoms of anxiety depression and decreased wellbeing. A further predictor of poor mental health and wellbeing was agreement that a research career is isolating and lonely. Predictors of decreased and depression symptoms, and increased wellbeing included Agreement that the university understands what constitutes research impact in one's discipline. These findings highlight the need to develop institutional level interventions such as mentorship programmes to address feelings of isolation, co-create transparent workload policies to address feelings of exploitation

and work pressures and workload. Future research should explore socio-demographic and research role differences in the bridging analysis.

Gavrila, S. E. (2026). ***L'anxiété de performance scolaire chez les élèves du primaire***. https://doi.org/10.71781/36298
Cette thèse porte sur l'anxiété de performance scolaire (APS) chez les élèves du primaire francophones du Québec. Bien que fréquemment observée dans les milieux scolaires, l'APS demeure peu documentée à cet âge, tant sur le plan développemental que contextuel. S'appuyant sur le modèle bioécologique du développement humain (Processus–Personne–Contexte–Temps ; Bronfenbrenner et Morris, 2007), cette recherche vise à comprendre comment se caractérise l'APS chez les élèves du primaire, à travers les contextes où elle émerge, ses manifestations, ainsi que l'influence de variables individuelles (VI), notamment l'auto-efficacité, l'engagement scolaire, les buts d'accomplissement et le perfectionnisme, et de variables environnementales (VE), telles que les attentes parentales et enseignantes, les pratiques pédagogiques, le climat de classe et les normes sociales. Cette recherche repose sur un devis mixte convergent. Le volet quantitatif, réalisé auprès de 657 élèves de la 1re à la 6e année, a permis de valider un questionnaire inédit mesurant l'APS. Les analyses factorielles exploratoires (AFE) et confirmatoires (AFC) ont confirmé une structure à quatre facteurs (anxiété liée aux évaluations, manifestations de l'APS, VI associées à l'APS et VE associées à l'APS) ainsi que des indices de fidélité jugés satisfaisants. Le volet qualitatif, fondé sur 12 entretiens de groupe (N = 48), a permis d'approfondir la compréhension des expériences vécues de l'APS selon les différents cycles du primaire. Les situations d'évaluation constituent la principale situation anxiogène, particulièrement en 4e année, où la pression liée à la réussite devient plus marquée. Les manifestations cognitives, émotionnelles et physiologiques s'intensifient avec l'âge, et les filles rapportent des niveaux d'APS plus élevés que les garçons. L'analyse croisée souligne l'influence des attentes parentales, des pratiques pédagogiques, du climat de classe et du sentiment de compétence sur la construction de l'APS. Ces résultats mettent en évidence la dimension développementale et systémique de l'APS, conçue comme le produit d'interactions répétées entre la personne et son environnement. Ils ouvrent des perspectives pour la prévention en milieu scolaire et la formation du personnel enseignant, soutenues par la création d'un nouvel outil de mesure validé.

Ghasemi, F., Özen-Uyar, R., Aoki, N., Herman, K. C., & Reinke, W. M. (2026). **Individual and Professional Factors Associated With Teacher Emotional Exhaustion, Stress, Coping, and Self-Efficacy Across Four Nations**. *Psychology in the Schools*, *63*(11), 1631-1651. https://doi.org/10.1002/pits.70189
We surveyed 1223 teachers from Iran, Japan, Türkiye, and the US to examine the relations among individual and professional factors and teacher emotional exhaustion, stress, coping, and self-efficacy. Teachers in all four countries reported high levels of stress, moderate levels of emotional exhaustion and coping, and moderate-to-high levels of self-efficacy. Stress and coping emerged as the strongest predictors of both emotional exhaustion and attrition risk across nations, while self-efficacy served an important protective role. A substantial proportion of teachers were found to be at risk of leaving the profession. These results underscore the urgent need for interventions to promote teacher well-being, especially in US schools and special education teachers, who were identified as being particularly vulnerable. Given the profound impact of teacher well-being on instructional quality, student outcomes, and the sustainability of the teaching workforce, addressing these risks constitutes a non-negotiable priority for educational policy.

Goegan, L. D., & Roberts, J. M. (2026). **Exploring Student Motivation for Incorporating APA Citation Guidelines**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.19599
Despite the widespread use of the American Psychological Association (APA) citations and referencing guidelines in undergraduate courses, students continue to make errors, perceiving the task of incorporating these guidelines as burdensome and tedious. To support students' use of the guidelines, various aids have been developed, such as online citation generators, workshops, and handouts, with mixed results. One avenue to examine the errors students are making with the APA guidelines is to explore their motivation. Utilizing Situated Expectancy-Value Theory as our theoretical framework, we explored student motivation for incorporating the APA guidelines into their work, focusing on the components of expectancy, value, and cost. One hundred and fifty-five undergraduate students completed our online survey and indicated high expectancy and value and midline cost when considering implementing the APA guidelines into their assignments. Yet, when provided with an APA referencing task to complete, perceptions of expectancy and value dropped significantly. Students also identified various reasons for their perceptions of expectancy, value, and cost related to APA referencing, such as their reliance on resources to be correct (expectancy), the professionalism associated with correct use of the APA guidelines (value), and the time and effort required (cost). Our results are discussed in terms of recommendations for future support for students. We also address limitations and avenues for future research.

Hang, Y., Peng, Y., & Guo, J. (2026). **An interactive journey with multiple coding of self: exploring graduate students' self-formation during academic socialization**. *Higher Education*, *92*(4), 1777-1801. https://doi.org/10.1007/s10734-025-01595-w
Graduate student socialization is a critical area of research, given its profound implications for future career trajectories of students and the overall quality of graduate programs. This study integrates the graduate student socialization framework with self-formation theory to examine Chinese graduate students' academic socialization process. Drawing from a quantitative analysis of 19,478 graduate students and a subsequent qualitative analysis of 23 participants, the findings reveal that students' perceptions of the learning environment are positively associated with their learning outcomes, with student engagement mediating this relationship. Additionally, graduate students demonstrate reflexive agency, navigating their interactions with contextual factors to construct a multiple-coded self—a synthesis of their inner self and social self shaped by interpersonal, disciplinary, institutional, and societal systems. The study concludes by offering practical implications for higher education institutions and graduate programs to facilitate graduate students' academic socialization.

Haut Conseil à l'Égalité entre les femmes et les hommes (HCE). (2026). ***Santé mentale : genre et troubles dépressifs, pourquoi les femmes sont-elles plus à risques ?*** Consulté à l'adresse Haut Conseil à l'Égalité entre les femmes et les hommes (HCE) website: https://www.vie-publique.fr/files/rapport/pdf/305216.pdf
Le Haut Conseil à l'Egalité publie son rapport intitulé « Santé mentale : genre et troubles dépressifs, pourquoi les femmes sont-elles plus à risque ? » afin d'alerter sur la santé mentale des femmes et l'urgence d'agir pour les accompagner. Les troubles dépressifs constituent un enjeu majeur de santé publique, qui concerne davantage les femmes que les hommes (18,2% des femmes contre 12,8% des hommes). Cet écart apparaît dès la puberté et se retrouve à tous les

âges de la vie et dans tous les milieux sociaux. Longtemps, l'hypothèse hormonale a été mise en avant : en cause, les changements d'humeurs liés aux menstruations, à la grossesse, à la ménopause, etc. Or, des recherches récentes montrent que les facteurs biologiques ne jouent qu'un rôle minime, face à l'environnement socioculturel et économique. La vulnérabilité des femmes aux troubles dépressifs s'inscrit dans des rapports sociaux qui les exposent davantage à la précarité, aux violences, à la charge mentale, aux risques psychosociaux, à l'isolement… Dès l'enfance, la socialisation différenciée façonne des comportements et des formes de mal-être distincts chez les filles et les garçons. À partir de 12 ans, les filles présentent davantage de symptômes dépressifs, d'anxiété, d'idées suicidaires et de conduites auto-agressives. Elles sont plus exposées aux normes de beauté, au contrôle du corps, au harcèlement sexiste et aux violences sexuelles. Les réseaux sociaux peuvent renforcer ces pressions par la comparaison sociale et l'exposition à des contenus qui valorisent des apparences irréalistes, l'automutilation ou les troubles alimentaires. La grossesse et les mois qui suivent l'accouchement sont marqués par une prévalence élevée des symptômes dépressifs. Il existe plusieurs facteurs de risque : antécédents psychiatriques, isolement, précarité, violences conjugales, traumatismes, manque de soutien et difficultés de santé. L'injonction à la maternité heureuse et la figure de la « bonne mère » peuvent également renforcer la culpabilité, le sentiment d'échec et le renoncement à demander de l'aide. Les femmes assument la majorité des tâches domestiques et parentales. Cette charge mentale se combine à des trajectoires professionnelles plus souvent marquées par le temps partiel, les interruptions d'activité et les emplois précaires. Les métiers féminisés du soin, du service et du lien social cumulent fortes exigences émotionnelles, horaires atypiques, faible reconnaissance et exposition aux violences. Les femmes sont plus fréquemment confrontées aux risques psychosociaux, au harcèlement sexuel et aux agissements sexistes. Au grand âge, les femmes disposent plus souvent de revenus de retraite inférieurs. Elles sont davantage exposées au veuvage et à la solitude. La dépression est souvent masquée par des plaintes somatiques, un retrait relationnel ou une perte d'élan. Ces manifestations peuvent être considérées comme des conséquences normales du vieillissement. Cette banalisation contribue à retarder le repérage et l'accès aux soins. Le genre se combine à d'autres facteurs tels que l'origine ethnique, la classe sociale, l'orientation sexuelle, le handicap etc. La notion d'intersectionnalité permet de penser conjointement ces rapports sociaux, en montrant comment ils s'entrecroisent, se renforcent mutuellement et produisent des formes spécifiques de discrimination, de privilège ou d'invisibilisation. Une telle perspective d'analyse est indispensable pour éviter qu'une partie des publics concernés ne demeure dans les angles morts des politiques publiques. Ce rapport interroge les angles morts du repérage des troubles dépressifs et de leur prise en charge. Il formule des recommandations concrètes, à destination des pouvoirs publics, des professionnel·les de santé, des acteur·rices du monde du travail et du secteur associatif. Ces orientations doivent s'inscrire dans une stratégie globale, cohérente et durable de promotion de la santé mentale et de réduction des inégalités sociales et territoriales de santé.

Honan, D., Forest, A., King, J., Moodie, S., Reeme, J., VanTassell, T., & Willett, S. lee. (2026). **Do Nursing Students Who Practice Self-care Activities Experience Fewer Feelings of Anxiety and Stress?** *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.20542

Nursing schools are known for their combination of demanding academic requirements and often stressful clinical experiences. Nursing instructors at a polytechnic in western Canada noted ongoing concerns with nursing students struggling to manage their anxiety. The goal of this study was to understand if self-care activities introduced during each clinical rotation day would help

to reduce feelings of anxiety and stress in second- and third-year nursing students. Nursing instructor participants were given a list of the four self-care activities (gratitude list, deep breathing, journalling, and colouring) to be explained and practiced at the end of each clinical day. At the end of the completed clinical session, the participating nursing students and nursing instructors were given a questionnaire to complete during their final post-conference regarding the effectiveness of the self-care activities. Braun and Clark's framework for thematic analysis was employed to answer the research objective. Statistical descriptive analysis was also completed on the post-activity questionnaires submitted by the nursing student and nursing instructor participants. The data revealed that both second- and third-year students identified colouring and deep breathing as the most effective activities in reducing feelings of stress and anxiety. Nursing instructors also identified colouring as the preferred method of self-care for both groups. This study supports the need to include self-care activities in the clinical environment and highlights the importance of developing these skills early in nursing education.

Jamil, B., Shaoan, M. M. R., Zeyuan, Y., Irfan, S., Arif, M., & Okafor, M. U. (2026). **Impact of teachers' leadership styles and motivation on the students' academic achievement in public schools of Karachi, Pakistan**. *International Journal of Inclusive Education*, *30*(13), 4225-4247. https://doi.org/10.1080/13603116.2026.2625936

The impact of teacher leadership styles on students' academic achievement in public schools in Karachi, Pakistan, where rapid growth in privatised education and the declining credibility of public schools have created significant educational divides, leading to low staff motivation and a strict curriculum to meet academic demands. Transformational Leadership and Organisational Culture theory explores the direct effects of teacher leadership style, motivation and school culture on student academic achievement. A structured questionnaire was used to collect data from 385 public school teachers and Structural Equation Modelling was used to analyse the data with SmartPLS. The results indicate that teacher leadership style has a strong positive impact on student motivation ($\beta = 0.366$, $p < 0.001$) and academic achievement ($\beta = 0.389$, $p < 0.001$). Teacher motivation directly affects student outcomes, but does not moderate the impact of leadership style. School culture showed no moderating effect and exhibited a weak or negative association with academic achievement. The findings suggest that teacher leadership, especially that of engaged teachers, is a crucial factor in improving educational equity. These results imply that investing in leadership and motivation training for teachers can be a cost-effective strategy to improve student success in underperforming public schools.

Jia, X., Li, P., Li, W., & Wang, G. (2026). **Bidirectional Relationship Between Family and School Interpersonal Relationships and Internalizing Problems Among Chinese High School Students**. *Journal of Youth and Adolescence*, *55*(11), 2858-2869. https://doi.org/10.1007/s10964-026-02420-y

Although adolescents' interpersonal relationships and internalizing problems may shape one another over time, previous work has rarely considered multiple family and school relationships together while testing whether broad prospective associations also reflect changes within adolescents over time. This study investigated bidirectional associations between internalizing problems and adolescents' relationships with mothers, fathers, teachers, and peers. The sample comprised 3,837 Grade 10 students from two Chinese high schools (Mage = 15.40 years, SD = 0.61; 52% female at baseline) who were assessed annually across three waves. A traditional cross-lagged panel model (CLPM) showed broad prospective associations, with internalizing problems predicting poorer subsequent relationship quality across all four domains and mother-child,

father-child, and teacher-student relationship quality predicting lower subsequent internalizing problems. A random-intercept cross-lagged panel model (RI-CLPM) showed negative between-person associations across domains, whereas reciprocal within-person associations emerged only between teacher-student relationship quality and internalizing problems. These findings indicate that reciprocal processes in adolescent adjustment vary across relational contexts and levels of analysis, highlighting teacher-student relationships as an important school-based context for adolescent mental health.

Jiao, C., & Nordin, M. N. (2026). **How to alleviate social anxiety among disabled college students in using social media: a moderated mediation analysis**. *International Journal of Inclusive Education*, *30*(13), 4393-4413. https://doi.org/10.1080/13603116.2026.2634193
With the widespread adoption of social media, it has unique value for disabled college students in overcoming limitations in real-world social interactions. Focusing on PPCT theory, this research aims to explore the relationship between social media usage and social anxiety among college students with disabilities, as well as the moderated mediating effects of self – esteem and social support. The study employed a questionnaire survey approach, collecting 469 valid questionnaires from disabled college students via a data collection platform. A conceptual model was established, and the SEM was utilised to verify the research hypothesis. The findings indicated that, firstly, social media usage among disabled college students can negatively predict social anxiety; secondly, self – esteem serves as a mediator between social media usage and social anxiety among disabled college students; thirdly, social support plays a moderated mediating role among social media usage, self – esteem, and social anxiety among disabled college students. The results of this study constructed a mechanism for alleviating social anxiety among disabled college students through social media usage, self-esteem, and social support, offering valuable theoretical guidance for guiding disabled college students to use social media rationally, cultivate self-esteem, and effectively mitigate social anxiety.

Kelman, C. R., Ukoumunne, O. C., Moore, D., Coon, J. T., Cordwell, K., & Russell, A. (2026). **Reliability, Validity, and Acceptability of the Scope Classroom Observation Code (SCOC) to Identify Attention Deficit Hyperactivity Disorder (ADHD)-Related Behaviours in UK Primary Schools**. *Psychology in the Schools*, *63*(11), 1596-1613. https://doi.org/10.1002/pits.70188
ADHD is a prevalent disorder that impacts academic and social functioning in childhood. Teachers often struggle to identify ADHD. This study evaluated the Scope Classroom Observation Checklist's (SCOC) reliability, validity, and acceptability as a potential screening measure for school staff to identify ADHD characteristics. Parents and teachers completed the Attention-Deficit/Hyperactivity Disorder Rating Scale-5 (ADHD-RS-5). Those who scored ≥ 75th percentile by both raters were considered 'high symptom' and were assessed with the reference standard: Section J of the Development and Wellbeing Assessment (DAWBA). Based on the measures, children were split into 3 groups: high-probability ADHD, intermediate-probability ADHD and no-ADHD. 420 children were observed with the SCOC, yielding on/off-task and hyperactive/impulsive scores. Inter-rater reliability (IRR) on the SCOC was quantified using the intra-class correlation coefficient (ICC). The area under the curve (AUC) was used to quantify the ability of the SCOC to discriminate children with high-probability ADHD from those without; intermediate- from high-probability ADHD and high symptom ADHD from no ADHD. SCOC acceptability to trained school staff was assessed using the Usage Rating Profile-Assessment (URP-A). SCOC accuracy was limited. AUCs for distinguishing high-probability ADHD versus no-ADHD were 0.59 (on/off-task) and 0.72 (hyperactive/impulsive). For high symptom versus no-ADHD,

AUCs were 0.64 (on/off-task) and 0.65 (hyperactive/impulsive). For intermediate- versus high-probability ADHD, AUCs were 0.40 (on/off-task) and 0.67 (hyperactive/impulsive). Eight staff rated the SCOC acceptable (mean usability = 4.56/6, SD = 0.4). While the SCOC showed good agreement between school staff and researchers, it lacked validity in identifying ADHD.

Komlos, B., Moradi-Clare, Z., Code, W., Birol, G., Briseño-Garzón, A., Varao-Sousa, T., & Han, A. (2026). **A Study on Faculty Beliefs and Teaching Practices for Student Wellbeing**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22345
This study, conducted at a North American research-intensive university with two campuses, examined the relationship between faculty beliefs and teaching practices concerning student wellbeing. Drawing on results from a 2023 institutional survey (17.9% response rate), the research questions explored whether faculty believe their teaching practices influence student wellbeing, whether they employ wellbeing-focused practices, and if their beliefs align with their actions. Findings revealed that respondents overwhelmingly believed (92%) that their teaching practices impact student wellbeing. In terms of practices, a majority of faculty reported discussing wellbeing topics (55%) and sharing wellbeing resources (52%) within their class. At the same time, some differences were found in the adoption of wellbeing strategies based on years of teaching experience and course level. In terms of alignment, a statistically significant association was found between faculty beliefs about their impact on student wellbeing and whether they employ wellbeing practices in class. This strong connection between beliefs and practices offers opportunities for addressing student wellbeing at individual, support unit, and institutional levels.

Lacôte-Coquereau, C. (2026). **Bien-être et formation en réalité virtuelle : hétérotopie d'un jardin onirique pour apprenants autistes**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x9
Le programme de recherche Participe 3.0 accompagne les apprentissages et l'autonomie de jeunes adultes autistes dyscommunicants résidant en institution médico-sociale, via un dispositif de formation ''distancielle'' en réalité virtuelle. Notre étude analyse comment un environnement virtuel agrémenté d'un jardin immersif, îlot de ressourcement émotionnel et cognitif, peut favoriser le bien-être en formation et l'engagement d'un public autiste aux percepts langagiers et psycho-sensoriels tout à fait spécifiques. Les résultats soulignent combien le bien-être hédonique et eudémonique (Ryan et Deci, 2001) des apprenants autistes conditionne l'efficience de l'activité éducative et de la médiation numérique. Le jardin virtuel s'anamorphose et s'apparente alors à une hétérotopie bucolique signifiante et ressourçante (Foucault, 1954). Pour un public autiste non-verbal, à besoins éducatifs et sensoriels particuliers, les résultats mettent également en exergue l'importance d'une épistémologie compréhensive anthropocentrée et non technocentrée (Fuchs, 2018), au-delà de la fascination induite par les artefacts de réalité virtuelle.

Lane, J. (2026). ***Identification de conditions favorables à l'adoption, la mise à l'échelle et à la pérennisation d'un programme de prévention de l'anxiété en milieux scolaires : l'expérience du programme HORS-PISTE*** [Actions concertées]. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/app/uploads/2026/04/rapport_recherche_julie-lane_progr-hors-piste_2026.pdf
Des programmes de prévention de l'anxiété et de promotion de la santé mentale ont été développés et implantés en milieux scolaires afin de répondre à ces enjeux. Le programme

HORS-PISTE fait partie de ceux-ci et est actuellement implanté dans plus de 1 000 écoles, dont 300 écoles secondaires du Québec. Considérant l'important déploiement du volet universel (Exploration) du programme HORS-PISTE offert au secondaire et les effets prometteurs qu'il suscite, la présente recherche vise à évaluer son processus d'implantation de façon rigoureuse afin d'identifier les conditions favorables à l'adoption, la mise à l'échelle et la pérennisation de programmes de prévention de l'anxiété ou de la promotion de la santé mentale en milieux scolaires. Elle vise particulièrement à évaluer les retombées d'implantation (ex. : acceptabilité, faisabilité) et les différents facteurs (ex. : organisationnels, individuels) qui influencent l'implantation selon le point de vue des membres du personnel scolaire, des jeunes et des parents. Les résultats démontrent que le programme présente une forte acceptabilité, pertinence et faisabilité. Les scores de fidélité et de pérennisation sont plus faibles en raison de la flexibilité permise par le programme et du fait que certaines écoles en étaient à leur première année d'implantation. Les résultats permettent de mettre en lumière 17 conditions favorables à l'adoption, la mise à l'échelle et la pérennisation des programmes de prévention et promotion en santé mentale dans les écoles secondaires. De futures recherches sont nécessaires pour évaluer les différentes retombées d'implantation avant, pendant et après la mise en œuvre de tels programmes.

Lange, A. C., & Linley, J. (2026). **Advancing a Model of Self-Definition for Transgender College Students**. *The Journal of Higher Education*, *97*(7), 1251-1275. https://doi.org/10.1080/00221546.2025.2560749
Student development theory continues to serve as an empirical guide to structuring programs, curriculum, and interventions that can help students grow and thrive while enrolled in college. While earlier scholars examined development through singular dimensions, researchers and practitioners have called for integrative theories that account for students' multi-dimensional development, particularly for students excluded from earlier theories. We took up the call to examine integrative development specifically for transgender students through two research questions. First, what are the important dimensions of transgender college students' development? Second, given these dimensions, how do transgender college students develop while in college? To answer these questions, we used constructivist grounded theory. Using 5 years' worth of data from a longitudinal qualitative study, we found two important dimensions of transgender college students' development (interpersonal and intrapersonal) and three patterns of growth (conforming to external definitions, recognizing the limitations of externally imposed definitions, and embracing self-definition) within those dimensions during participants' college enrollment. As administrators continue to recognize the existing diversity of student communities in college and university enrollments, our findings provide higher education staff and faculty with guidance on promoting the learning and development of transgender students.

Leclerc, L., Martineau-Crète, I., & Massé, L. (2026). **Étude exploratoire des points de vue du personnel scolaire sur des leviers d'action pour réduire les sources de stress scolaire des personnes adolescentes au secondaire**. *Revue hybride de l'éducation*, *10*(4), 1-39. https://doi.org/10.1522/rhe.v10i4.2105
De nombreuse personnes adolescentes vivent un stress scolaire important (Moustaka et al., 2023). Toutefois, la littérature récente met en évidence un manque de documentation concernant les interventions fondées sur un modèle multiniveau pour la gestion du stress scolaire (Bonnesen et al., 2020). Puisque la réussite de toute intervention dépend de l'engagement des acteurs de terrain (Cilar et al., 2020), cette étude qualitative explore des pistes d'actions selon les sources

de stress scolaire afin de réduire leur influence chez les élèves du secondaire à travers les témoignages de 14 membres du personnel. Les résultats soulignent le potentiel des interventions universelles et l'importance d'une implication concertée de chaque acteur.

Lefer Sauvage, G., & Gharib, Y. (2026). **Analyse critique du concept du bien-être en formation à distance, ou comment faire lien et mieux vivre ensemble**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x8
Le bien-être en formation à distance s'inscrit dans la continuité des recherches sur le bien-être subjectif à l'école et, plus largement, sur l'évaluation positive de la vie d'une personne. Issu d'un contexte de crise – celui des confinements liés à la COVID-19 –, ce concept interroge la portée des modèles psychologiques classiques lorsqu'ils sont appliqués à des situations sociales et éducatives extrêmes, tendues et non anticipables.Peu de travaux consacrés au bien-être se réalisent dans les contextes non-européens ou non-occidentaux, alors même que les conceptions du bien-être issues des pays développés ne correspondent pas nécessairement aux réalités et aux besoins quotidiens vécus dans ces contextes. À travers l'analyse de plusieurs recherches scientifiques, menées dans des territoires ayant connu des guerres et des violences sociales importantes, les mécanismes sous-jacents au bien-être seront discutés. Deux dimensions, actuellement impensées dans les modélisations scientifiques, sont principalement mises en valeur : la conception temporelle et la dimension communautaire et collectiviste des façons de penser. Les perspectives suggèrent que le bien-être ne peut être pleinement compris à travers des conceptions individualistes et indépendantes des contextes.

Lin, R., Yu, L., Wu, X., & Ren, J. (2026). **From autism knowledge to resilience: understanding the role of self-efficacy and neurodiversity attitudes of inclusive teachers in China**. *International Journal of Inclusive Education*, *30*(13), 4593-4609. https://doi.org/10.1080/13603116.2026.2645187
As inclusive education expands across China, general education teachers face increasing demands in supporting students with autism spectrum sisorder (ASD) in mainstream classrooms. This study investigates the psychological mechanisms that promote teacher resilience and reduce burnout within inclusive school contexts. A moderated mediation model was tested using survey data from 272 inclusive teachers (87% female; average autism teaching experience of approximately 3 years). The analysis examined how ASD knowledge, inclusive education self-efficacy, and neurodiversity attitudes contribute to burnout outcomes. We show that greater ASD knowledge was associated with reduced teacher burnout, and this relationship was mediated by enhanced self-efficacy in inclusive teaching. Furthermore, neurodiversity-affirming attitudes significantly moderated the association between ASD knowledge and self-efficacy, such that the positive impact of knowledge was stronger among teachers with more positive attitudes toward neurodiversity. These findings highlight the value of strengths-based approaches to teacher development. They offer actionable insights for designing professional learning environments that empower educators, foster resilience, and support sustainable inclusive education practices.

Liu, J., Sweet, T., Chen, M., Engelberg, J., Masters, M., Clark, M., … Rice, J. (2026). **The Effects of Course-Integrated AI Tutoring on Student Performance and Engagement: A Randomized University Trial**. *IZA Discussion Papers*. Consulté à l'adresse https://ideas.repec.org//p/iza/izadps/dp18989.html
We evaluate access to a course-integrated generative AI (GenAI) tutor in a randomized controlled trial involving 2,379 undergraduate students and 30 instructors across multiple

disciplines in a large U.S. public university. Among sections of the same course, tutor access reduced final grades by 0.37 standard deviations and learning management system participation by 0.90 standard deviations. Participation declines were similarly large in the full sample, and estimated academic losses were greater among first-generation students. These findings suggest that introducing an AI tutor may displace engagement with existing learning activities without improving academic performance, with potentially differential impact across student groups.

Liu, X., & Zou, Y. (2026). **A double-edged sword: the effects of authoritarian supervision on research career aspirations among Chinese phd students**. *Higher Education*, *92*(4), 1953-1974. https://doi.org/10.1007/s10734-025-01606-w
Integrating the Cognitive-Affective Processing System (CAPS) and Conservation of Resources (COR) theories, this study investigates how authoritarian supervision may act as a double-edged sword for PhD students' research career aspirations (RCA). We propose dual mediation paths—via perceived insider status (PIS) and emotional exhaustion (EME)—and examine the moderating role of proactive career networking (PCN). Based on a questionnaire survey of 934 Chinese PhD students from 10 universities and using latent moderated structural equation modeling (LMS), we find that (1) authoritarian supervision shows no significant direct effect on RCA but a positive total effect; (2) authoritarian supervision influences RCA indirectly through both PIS and EME; (3) PCN weakens the positive association between PIS and RCA and the negative association between EME and RCA, and further negatively moderates the indirect effects of authoritarian supervision on RCA through these pathways. These findings support a second-stage moderated mediation model and enrich understanding of how and under what conditions authoritarian supervision may foster or hinder Chinese PhD students' RCA. We discuss theoretical contributions, practical implications, limitations, and avenues for future research.

Ma, B., Deutscher, V., & Winther, E. (2026). **Motivational Pathways to Vocational Commitment: A Longitudinal Study of Self-Determined Regulation and Instructional Influences**. *International Journal of Training and Development*, *30*(4), 376-392. https://doi.org/10.1111/ijtd.70030
Research on how vocational education and training (VET) foster vocational commitment has often overlooked the temporal effect of pedagogic factors. This study investigates the motivational pathways to vocational commitment as a crucial educational outcome by differentiating between commitment to the occupation and commitment to the training company (organization). Drawing on self-determination theory, we examine how both time-invariant and time-varying motivational and pedagogical contextual factors influence commitment trajectories over time. A total of 458 commercial trainees in commercial VET programmes (Kaufmännische Ausbildungsberufe) within the German dual system were followed across three data collection waves at the beginning, middle and end of training. Participants were randomly selected from 10 vocational schools located in North Rhine-Westphalia and Baden-Württemberg. The sample was 36% male and 64% female, with an average age of 19.66 years. Using latent growth modelling, we analyzed how initial motivation (from external to integrated regulation) and dynamic pedagogical factors predict occupational and organizational commitment. Findings reveal both scope and the temporal dynamics in commitment: Integrated regulation fosters strong initial commitment both to company and occupation, but may lead to a decline over time, while introjected regulation leads to lower initial commitment but growth during training. Contextual predictors such as autonomy support and involvement in expert culture are domain-specific, influencing only company commitment

but not occupational commitment. Functional involvement and competence recognition are domain-linked, influencing both company commitment and occupational commitment. Notably, the negative effects of early-stage pressure reversed over time, suggesting a developmental shift in how trainees appraise stress. Vocational commitment develops dynamically and is shaped by both stable motivational orientations and time-varying instructional factors, with effects differing across training stages and between company and occupation. These findings highlight the need for phase-specific and domain-sensitive pedagogical interventions in vocational training.

Maigret, G., & Henrard, S. (Éd.). (2026). **De la dysrégulation émotionnelle aux conduites externalisées : agressivité, impulsivité, opposition – Comprendre – Évaluer - Intervenir**. *A.N.A.E. Approche neuropsychologique des apprentissages chez l'enfant*, (203). Consulté à l'adresse https://www.anae-revue.com/

Marraccini, M. E., Gutman, M., Wetherbee, L. A., Jacobs, J. R., Fisher, D. C., Espelage, D. L., … Lanier, P. (2026). **Sources of Strength for School-Based Suicide Prevention: Key Implementation Strategies Based on School Professional Perspectives**. *Psychology in the Schools*, *63*(11), 1549-1568. https://doi.org/10.1002/pits.70184
As concerns for rising rates of youth suicide and suicidal thoughts and behaviors continue to grow, there is a need to prioritize school-based suicide prevention programs. Despite evidence documenting the effectiveness of school-based prevention programs for reducing suicide-related risk in adolescents, schools face numerous barriers to successfully implementing programs with fidelity. Therefore, the present study aimed to identify tailored implementation strategies to increase fidelity and sustainability of school-based suicide prevention programs. We first used focus groups to explore school personnel (N = 16) perspectives on barriers and facilitators of the implementation of Sources of Strength, an evidence-based suicide prevention program. Next, we conducted a co-design session with nine of these participants to identify actionable implementation strategies based on school personnel input. Last, to translate findings into practice, we developed an implementation toolkit to support delivery of Sources of Strength and other upstream suicide prevention programs. Findings inform actionable strategies for ensuring mechanisms for change (e.g., using multiple approaches for identifying Peer Leaders) and sustaining champions (e.g., proactive recruitment of adults into distributed leadership) for overcoming some of the typical implementation barriers school personnel may face when implementing Sources of Strength or other upstream suicide prevention programs.

Nogueira, D. C., Caneppele, N. R., Mesquita, E., Corrêa, V. S., & e Sousa, C. V. (2026). **What motivates and retains students in higher education institutions? A study of factors in distance education**. *Tertiary Education and Management*, *32*(4), 429-452. https://doi.org/10.1007/s11233-026-09184-x
Identify the effect of financial problems on students' motivation to continue in a Higher Education Institution (HEI) in the Distance Education (EAD) modality. Quantitative, exploratory and cross-sectional research. A survey was conducted with 271 students from an EAD HEI. The questionnaire included scales to measure intrinsic and extrinsic motivation, financial problems, stress, and social interaction. Data analysis was carried out using SPSS version 23, with support from the PROCESS macro for mediation and moderation. Financial problems directly impact students' stress, influencing extrinsic motivation. Social interaction negatively moderates the relationship between financial problems and stress. Regarding intrinsic motivation, financial problems have a

positive impact, whereas stress has a negative impact. Explores the existing gap regarding the impact of financial problems on the motivation of distance learning students in Brazil, analyzing the moderating effects of social interaction and mediating variables such as stress. Limitations include the sample being restricted to a single HEI, a non-probabilistic convenience sample (271 respondents out of a target population of 1,403 EAD students, a 19.3% response rate), for which systematic respondent/non-respondent comparisons are not available, and the use of a cross-sectional data collection method, which does not allow for the analysis of changes over time. Educational institutions must develop strategies to mitigate the effects of financial problems and stress and to promote greater social interaction among students. Financial support policies and mentoring programs can be effective in reducing dropout rates and increasing retention. The research highlights the importance of considering students' socioeconomic context in distance learning, offering insights for public and institutional policies aimed at the inclusion and support of students from less favored social classes, thereby contributing to the democratization of access and retention in higher education.

Pierrisnard, C., & Bersihand, F. (2026). **Bien-être et apprentissage à distance : un exemple rusé pour une temporalité divergente assumée**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x6
Cet article explore la relation entre bien-être et temporalité dans les formations à distance (FAD) à travers l'analyse d'un récit autobiographique. S'appuyant sur l'expérience de Françoise, cadre de santé et formatrice ayant suivi un diplôme universitaire professionnel, l'étude examine comment cette apprenante reconfigure les contraintes temporelles rigides d'un dispositif à distance pour construire une temporalité ajustée à ses besoins. Confrontée à des contenus dont elle ne perçoit pas la pertinence, Françoise contourne délibérément la progression pédagogique prescrite, avant de s'engager progressivement dans une réflexion approfondie une fois le sens de l'activité saisi. Ce comportement, d'abord interprété comme résistance, est relu comme une forme de mètis, intelligence pratique et rusée biographiquement enracinée. Le cadre théorique pluridisciplinaire articule « bien-être suffisant », invariants opératoires (Vergnaud, 1985), re-normalisation (Schwartz, 1998), distance transactionnelle (Moore, 1997) et mètis (Détienne et Vernant, 1974/2018). La méthodologie collaborative (récit autobiographique, analyse plurielle et entretien de co-explicitation) associe la professionnelle à toutes les étapes de la recherche. Les résultats montrent que la flexibilité temporelle, conjuguée à une relation pédagogique bienveillante et à la compréhension du sens des apprentissages, constitue une condition fondamentale de l'engagement en FAD.

Polo, C. (2026). **Le conflit socio-cognitivo-affectif au coeur de l'apprentissage : un modèle fondé sur lacognition 4E pour renouveler l'analyse des dialogues éducatifs**. *Intellectica - La revue de l'Association pour la Recherche sur les sciences de la Cognition (ARCo)*, *1*(84), 325-352. Consulté à l'adresse https://hal.science/hal-05775439
The two successive social, then affective turns renewed education research and practice, claiming for better taking into account these aspects of leaning processes. In particular, interdisciplinary literature pinpoints that dialogic approaches based on socio-cognitive conflict and argumentation would benefit from viewing learning as a process as much social and affective as cognitive. Still, scarce empirical studies truly integrate these three dimensions of learning, possibly due to a lack of theoretical and methodological framework. Indeed, research on the socio-cognitive conflict evolved in order to encompass non-developmental approaches and to account for socio-affective aspects. But there was no concept update on the theoretical

plane allowing for a clear understanding of the role of socio-affective dimensions in the studied processes. In such a context, the ghost of the Cartesian dualism opposing reason to emotion and the mind to the matter still prevails in the analysis of educational dialogues. To overcome such dualism, this paper presents a model to shift from the socio-cognitive to the socio-cognitive-affective conflict, on the basis of the recent 4E approaches to cognition. The third section draws the methodological implications of this model by highlighting three fundamental analytical principles and apply them to an excerpt of recorded authentic dialogue.

Rao, S., & Lee, Y. (2026). **From Anxiety to Engagement: Transforming Social Work Research Education**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.18958
In this study, we explore the transformation of social work students from experiencing research anxiety to active engagement in research conducted within a mandatory course at a leading Canadian university. Traditionally, many social workers have perceived a distinct divide between practical social work and academic research, often viewing research methodologies as intimidating and unrelated to their professional responsibilities. The course was reformatted to help students view research as integral to effective social work and consider themselves as potential researchers. Grounded in critical pedagogy, disability justice, trauma-informed education, and anti-oppressive frameworks, this manuscript draws from detailed reflections on teaching strategies and extensive student feedback to propose ten principles aimed at fostering research-informed competencies among social work undergraduate students. These principles are designed to cultivate curiosity, mastery, and enjoyment in research, making this approach beneficial to social work students and anyone experiencing educational anxiety or resistance. This manuscript underscores the importance of transforming educational strategies to help students develop competencies that enhance their professional abilities and personal confidence in tackling new and challenging learning areas.

Rispoli, K. M., Norman, M. Z., Ziegelmayer, L. E., Warren, N., & Batistela, E. (2026). **Evaluating IEP Goals Addressing Social, Emotional, and Behavioral Health in Autistic Middle Schoolers**. *Psychology in the Schools*, *63*(11), 1652-1662. https://doi.org/10.1002/pits.70191
Individualized Education Programs (IEPs) are the mechanism through which students receive special education services in schools. Little is known about the degree to which federal guidelines and science-based recommendations are evident in IEPs for autistic students, particularly those targeting social-emotional and behavioral health in middle school. Given the centrality of social-emotional and behavioral health in shaping academic success, it is critical to understand how these needs are addressed via IEPs. This study examined the quality of IEPs for 50 autistic students enrolled in grades 6 through 8, including how IEP goals related to social-emotional and behavioral health reflected quality standards established in the Individuals with Disabilities Education Act of 2006 and the National Research Council. Of 347 IEP objectives, just under half (42%) targeted social-emotional and behavioral health-related outcomes. Analysis of IEP quality indicated moderate adherence to legal standards and best practice recommendations, with variation across individual indicators of quality. Moreover, findings suggested IEP alignment with best practice recommendations was higher for children experiencing economic adversity. Results highlight opportunities for school psychologists to lead efforts in increasing knowledge and collaboration among school professionals regarding support for social-emotional and behavioral health skill development in autistic students.

Rudolph, S., & Dewanyang, M. (2026). **Tensions in inclusion and exclusion policies in education: the impediments of embedded carcerality**. *Journal of Education Policy*, *41*(6), 974-994. https://doi.org/10.1080/02680939.2026.2653631
This paper analyses the implications of carceral logics within education policy related to school discipline. Exclusionary school discipline is a significant policy issue, with suspensions, expulsions, detentions and exits, often due to student behaviour deemed disruptive or violent, occurring in Australia and other similar settler colonial countries. Exclusion from school has not been shown to resolve the issue of disruptive behaviour and students who are excluded are disproportionately from marginalised groups and, as a result of school exclusion, have a greater risk of contact with the criminal legal system. There is, therefore, a considerable need to address the issue of school exclusion so that students are able to participate in school life and gain a valuable education. In this article we examine the policy landscape of Victoria, a state of Australia, to understand intersections between behaviour, inclusion and exclusion. In particular, we are interested in possible unintended consequences of the policies in place and the influence of an embedded carcerality in the education system that may typically go undetected. We argue that attention to these less obvious factors in the policies – perhaps uncomfortable truths – can enable possibilities for transformational change that could benefit all those within the schooling system.

Sengupta, S., Joshi, R., & Ojha, P. (2026). **The invisible and visible wounds of toxic leadership in academia: Insights from reflective journaling by Indian private university teachers**. *Tertiary Education and Management*, *32*(4), 453-473. https://doi.org/10.1007/s11233-026-09186-9
Toxic academic leadership in higher education institutions (HEIs) undermines university teachers' well-being, education quality, and organizational climate. The shift towards managerialism in private HEIs, with institutions adopting corporate management models, has resulted in more hierarchical leadership forms. Given the context of Indian private HEIs and using the theoretical lens of Leader-Member Exchange Theory and Affective Events Theory, this study explores the profound psychological impacts of toxic leadership on university teachers and their coping mechanisms. The study adopts a qualitative research design in which seventeen university teachers from various Indian private universities were asked to fill reflective journal entries about their interactions with their leaders over a period of one month. Thematic analysis of the entries led to two broad themes – Invisible implicit wounds and Visible explicit wounds. While invisible implicit wounds consist of emotional distress, mental health deterioration, and erosion of self-esteem, the visible explicit wounds consist of depletion of intellectual resources, surge of cynicism, and betrayal of trust and equity. In addition to these, four coping strategies also emerged that included – seeking social support, avoidance and withdrawal, professional disengagement, and active resistance and confrontation. Theoretical and practical implications are also discussed.

Seveno, R., & Tanguy, E. (2026). **Les étudiants acteurs de leur formation : un renforcement du bien-être et de leur engagement**. *Diversité et Réussite[s] : engagement, bien-être et capacitation*. Consulté à l'adresse https://nantes-universite.hal.science/hal-05839754
Un retour d'expérience sur la mise en place d'un enseignement en mode comodal dans une UE de 1ère année de licence informatique à Nantes Université est présenté. L'objectif de ce mode d'enseignement est de renforcer le bien-être et l'engagement des étudiants en leur offrant davantage d'autonomie. Le principe repose sur la possibilité pour les étudiants de choisir entre suivre les séances en présentiel ou travailler de manière asynchrone à partir de ressources pédagogiques complètes mises en ligne. Cette liberté d'organisation favorise leur implication et améliore l'ambiance en cours, puisque les étudiants présents sont volontaires. Les résultats d'un

sondage réalisé sur la promotion montrent une forte adhésion à ce dispositif. La mise en œuvre nécessite toutefois un investissement important de la part des enseignants pour concevoir des ressources adaptées. Afin de renforcer l'engagement des étudiants, des ateliers d'autoformation et de création de ressources éducatives libres ont été proposés, ce qui va dans le sens de la politique de Nantes Université en matière d'éducation ouverte. Les premiers résultats indiquent que rendre les étudiants acteurs de leur formation contribue à leur bien-être, à condition d'un accompagnement de qualité. Les détails de ces expériences seront présentés lors de DIRES 2026.

Sun, Y. (2026). **Unwanted in the homeland? The image of Chinese international students on Chinese social media Zhihu**. *Higher Education*, *92*(4), 2019-2038. https://doi.org/10.1007/s10734-025-01609-7
The COVID-19 pandemic, intensified by rising nationalism, populism, and China's persistent emphasis on meritocracy, has adversely affected public image of Chinese international students (CIS). They not only experience discrimination abroad but alienation at home. Addressing these stigmas requires a critical understanding of popular images of CIS and underlying values. This study adopts the Discourse-Historical Approach to analyse 328 Zhihu comments, exploring how CIS are portrayed on this knowledge-sharing platform popular among well-educated Chinese netizens. The findings reveal an ambivalent attitude towards CIS, and identify several key themes: Mixed group, Victim, Trouble or Degenerate, Socioculturally Isolated, Meritocracy, Nationalism, Populism, Collectivism, and Misogyny. The dual stigma of discrimination abroad and alienation at home places CIS in a liminal social position, where they are denied full acceptance in either context. This marginality can undermine their sense of belonging and well-being, affecting their academic performance and mental health. Notably, both CIS and non-CIS users express ambivalent attitudes and engage with similar thematic framings, suggesting a substantial convergence in their perceptions of CIS. However, subtle differences are also evident: CIS more actively challenge negative stereotypes, emphasise their sociocultural isolation abroad, and portray CIS as cosmopolitans while non-CIS users often reject the victim frame, stigmatise CIS as troublemakers, place them within a meritocratic hierarchy, and assess them through a collectivist lens. The differences reflect elements of in-group favouritism but, more importantly, underscore how overseas education fosters competing worldviews between CIS and other educated Chinese netizens—divergences that may further exacerbate CIS' sense of alienation.

Todorović, A. (2025). ***Résilience et santé perçue des étudiants lorrains au cours de la pandémie de COVID-19 : analyse longitudinale et approche psychométrique*** (Theses, Université de Lorraine). Consulté à l'adresse https://theses.hal.science/tel-05825687
The COVID-19 pandemic profoundly affected the mental health of university students, a population already vulnerable to academic, social, and economic uncertainty. In this context, resilience - defined as the capacity to adapt despite adversity - emerged as a key protective factor. This thesis aimed to better understand the evolution of resilience and perceived health among students in Lorraine during the pandemic and to identify the subgroups most at risk. Two main axes structured the work: the analysis of determinants and trajectories of resilience, and the psychometric evaluation of the French version of the Brief Resilience Scale (BRS-F). At the first survey, shortly after the end of lockdown, nearly four out of ten students displayed low resilience (BRS < 3), despite overall high perceived social support. Female gender, low or medium perceived social support, poorer interpersonal relationships, and frequent negative automatic thoughts were associated with a higher likelihood of low resilience, whereas older age and living

in shared accommodation acted as protective factors. Academic discipline also played a role: compared to sciences, health, and technology, students enrolled in arts, humanities, and to a lesser extent social sciences, were more often associated with low resilience at baseline. Longitudinal analysis over one year identified three heterogeneous trajectories: decreasing (36.8%), stable (39.8%), and increasing (23.4%). Female students and first-year students were overrepresented in the decreasing profile, while enrollment in scientific, medical, or sports disciplines reduced the likelihood of decline. Higher levels of negative thoughts lowered the probability of belonging to the increasing trajectory, confirming the central role of cognition. Neither perceived social support nor physical health (SF-12 PCS) were robust predictors, whereas mental health (MCS) strongly differentiated profiles. A complementary study among parents confirmed the importance of gender and social support but highlighted specific contextual determinants related to family constraints. The psychometric axis provided three major contributions. First, the unidimensional structure of the BRS-F was confirmed, with excellent fit and high internal consistency. Second, item response theory analyses demonstrated good item separation and no differential item functioning by gender or educational level. Third, longitudinal invariance was established through a robust response shift detection procedure: the increase in scores between T0 and T1 reflects a genuine change rather than a measurement artifact. These results confirm the reliability of the BRS-F for longitudinal monitoring. Taken together, these findings demonstrate the dynamic and multifactorial nature of student resilience, shaped by the interaction between individual, cognitive, social, and academic resources. They highlight the relevance of trajectory-based approaches to capture the diversity of psychological responses to a collective crisis. Practically, they argue for targeted interventions: programs to strengthen psychosocial skills, cognitive approaches aimed at reducing negative thoughts, structured social support, and pedagogical adaptations, particularly for female students, first-year students, and vulnerable academic fields. Finally, the rigorous validation of the BRS-F represents a methodological contribution, paving the way for reliable longitudinal studies of resilience and providing useful guidance for policymakers and higher education institutions to better integrate mental health into educational policies and prepare universities for future crises.

Valarcher, M., Oppenchaim, N., & Cohen, V. (2026, novembre 3). **Au lycée, la pénibilité du travail scolaire est source de colère et de souffrance**. https://doi.org/10.64628/AAK.kuktwe3vx
Dénoncée par les lycéens mobilisés, la dégradation des conditions d'études pèse-t-elle sur leur santé ? Une enquête auprès de 7 000 élèves apporte un éclairage sociologique.

Yılmaz, S. B., Okur, M., & Gözüm, A. İ. C. (2026). **Early childhood development and educational experiences of gifted children: Perspectives of parents in Türkiye**. *Family Relations*, *75*(5), 3472-3502. https://doi.org/10.1111/fare.70232
Objective This study examined the early developmental characteristics and preschool experiences of gifted children in Türkiye by integrating parents' qualitative accounts with descriptive indicators from a structured rating scale. Background Although early identification and support for gifted children are widely emphasized, research connecting parents' observations with structured developmental profiles in the preschool years remains limited, especially in contexts where institutional support is underdeveloped. Method Using a convergent mixed-methods design, data were collected from 13 parents of previously identified gifted children aged 3 to 6 years through purposive sampling. Parents completed the Gifted Children Family Assessment Scale and participated in semistructured online interviews. Scale scores were summarized descriptively, interview data were analyzed thematically, and findings were

integrated across cognitive, social, and emotional domains using a joint display. Results Parents described advanced cognitive development reflected in sustained curiosity, early literacy, and deep engagement with learning. Emotional development was marked by sensitivity, empathy, and justice-related concerns, often accompanied by regulation difficulties. Social development varied, with some children experiencing peer-related challenges while interacting more comfortably with adults. Families also reported providing substantial home-based enrichment, often compensating for limited differentiation in preschool settings. Conclusion The findings provide a parent-informed account of early giftedness in Türkiye, showing how advanced cognitive development, social–emotional sensitivity, and preschool experiences intersect in families' everyday accounts. Implications The results highlight the need for developmentally responsive preschool practices, structured family guidance, stronger school–family collaboration, and targeted professional learning for early childhood educators.

Aspects sociaux de l'éducation

Acevedo, N., & Cuellar, M. G. (2026). **Beyond Individual Social Mobility: Black and Latine Students Envisioning Liberatory Purposes of Community College**. *Innovative Higher Education*, *51*(4), 1569-1591. https://doi.org/10.1007/s10755-026-09906-4
Discussions on the purposes of higher education remain focused on the university despite the heterogeneity of sectors, which limits a richer understanding from various perspectives (Ashwin, 2022). Students' perspectives also remain underexplored (Cuellar et al., 2022). Informed neoliberalism's impact on higher education (Mintz, 2021) as well as critical race theory in education (Solorzano, 1998) we consider how community college students articulate the purposes of higher education through their experiences based on interviews with 18 Latine and 25 Black community college students. Findings indicated that neoliberal ideology informed students' views of higher education more broadly. Simultaneously, findings challenged neoliberal ideologies by highlighting that participants engaged in a liberatory ideology to maintain a vision of higher education that centered families and collectivist benefits. Participants viewed the purpose of college as an opportunity to support their Latine and Black communities. While neoliberal ideology pressured participants to make a choice in major and efficiently move towards their educational goals, they viewed the community college as a space where they could take the time to explore and develop goals that aligned with their interests to foster a future that centered the wellbeing of Black and Latine communities.

Amsellem-Mainguy, Y., & Lardeux, L. (2026). **De jeunes ruraux en France : un rapport au féminisme déconflictualisé ?** *Travail, genre et sociétés*, (56), 201-205. https://doi.org/10.3917/tgs.056.0201

Arcidiacono, P., Dowd, C., & Lilley, M. (2026). ***What Drives Censorship on College Campuses?*** (Working paper N° 35979). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35979
There has been widespread concern about self-censorship on university campuses, and especially that conservative voices are being stifled. Using survey data from a private elite college, we show that self-censorship is not simply about being conservative: it is students with the most moderate views who self-censor the most. This pattern is associated with confidence and salience — students who are more confident in their views or who see an issue as especially important tend to hold more extreme views and to self-censor less. At the same time,

conservatives self-censor at higher rates than liberals, and the same individual is more likely to self-censor on the views where they are relatively more conservative than on those where they are relatively more liberal; conservatives are also far more likely than liberals to cite concerns about social exclusion as a reason for self-censoring, and report self-censoring less outside the university community. Groups perceived as marginalized self-censor less than majority groups, and especially so on issues salient to them (e.g., Black students on BLM).

Banks, J., Palmer, J. L., & Lazarus, N. (2026). **"Empower Them to Teach Us": College Persistence Among Black Deaf Students**. *The Journal of Higher Education*, *97*(7), 1276-1299. https://doi.org/10.1080/00221546.2025.2561524

Despite the critical call for diversity in higher education, deaf college students experience lower graduation rates from postsecondary settings than their hearing peers. Using narrative inquiry, we explored how Black deaf college students remain persistent when confronted with audism and racism. We sought to examine how students developed contextually specific strategies to remain persistent in phonocentric instructional environments. Three themes emerged related to factors that influence academic persistence for Black deaf college students: (1) interactions with faculty members have dimensions that contribute to the teaching-and-learning environment; (2) access to disability support services served as a source of support for students and facilitated their academic persistence; and (3) connections with other deaf students contributed to college persistence and enhanced students' commitment to transform the culture of the campus. The collective narrative of Black deaf college students in this study is significant due to the similarities among their experiences despite being enrolled at different types of campuses, which included deaf-serving and predominantly hearing-serving colleges and universities. The application of disability critical race theory and deaf critical theory reveals the ways Black deaf college students experienced cultural taxation. There is a need to transform college campuses into more inclusive environments.

Barahona, N., Dobbin, C., & Otero, S. (2026). **Affirmative Action in Centralized College Admissions Systems**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35893.html

We study the consequences of affirmative action in college admissions. We develop an empirical framework that distinguishes the effects on marginally benefited and displaced students from the overall effects of the policy. The overall effects include equilibrium reallocations as benefited students leave seats that others fill and displaced students take seats elsewhere, displacing others in turn. We apply this framework to a large-scale policy in Brazil that required all federal institutions to reserve half their seats for racially and socioeconomically disadvantaged applicants. Exploiting admissions cutoffs, we find that marginally benefited targeted students attend and graduate from higher-quality programs. Their graduation gains are about twice the losses of marginally displaced non-targeted students, reflecting targeted students' weaker outside options. To evaluate the overall effects, we estimate a model of degree choices and potential outcomes. Among all reallocated students, benefited students still gain nearly twice what displaced students lose, but equilibrium reallocations make the policy displace about 30% more students than it benefits. Non-targeted students' losses therefore offset about two-thirds of targeted students' graduation gains, leaving a modest net gain across all students.

Beck, P. (2026). **Tenure-Track or Mommy Track? The Untold Stories of Non-Tenure-Track Faculty Mothers**. *Innovative Higher Education*, *51*(5), 1989-2004. https://doi.org/10.1007/s10755-025-09852-7
Non-tenure-track (NTT) faculty mothers often carry the weight of parenting and academic work without the support, security, or recognition that tenure-track roles provide. This study looks at how eight NTT faculty mothers at a large research university in the southeastern U.S. make sense of and manage their overlapping roles. Using narrative analysis informed by portraiture and framed by Clark's Work/Family Border Theory, this study highlights how these women navigate blurred boundaries between work and home. Three main themes came through: choosing NTT roles as a way to prioritize motherhood, the added pressures of southern cultural expectations, and the emotional and professional costs of working in contingent positions. While these roles can offer some flexibility, they also leave faculty mothers feeling invisible and professionally stuck. This research brings forward stories that are often missing in conversations about academic life and calls for policies that better reflect the realities of caregiving in higher education, especially for those off the tenure track.

Black, N., Jayawardana, D., Johnston, D., & Segal, L. (2026). ***Does Out-of-Home Care Improve Children's School Attendance?*** (Working paper N° 2026-15). Consulté à l'adresse Centre for Health Economics, Monash University website: https://EconPapers.repec.org/RePEc:mhe:chemon:paper_1792366444610_791
School attendance is central to learning and educational attainment and a key outcome for maltreated children entering out-of-home care (OHC). Using administrative records from South Australia's child protection and school systems, we estimate the effect of OHC placement on school attendance. Our dynamic difference-in-differences design exploits within-child variation, using future OHC entrants as controls. School absences are found to decline immediately following placement, with reductions persisting over the 24-month follow-up. Reductions are largest for unexplained absences, consistent with improved routine and supervision. Further evidence suggests that attendance gains are concentrated during care rather than emerging after children exit OHC.

Bleemer, Z., & Rothstein, J. (2026). **The Meritocratic Consensus and Stratification in Higher Education**. *Journal of Economic Perspectives*, *40*(4), 3-30. https://doi.org/10.1257/jep.20251487
American colleges and universities are highly stratified by pre-college academic achievement, family background, and institutional resources. We study the meritocratic consensus in American higher education: Colleges that high-testing students (who are generally also from high-income families) attend spend dramatically more on instruction than do those that enroll lower-testing students. Stratification by test scores has been largely stable since the 1960s, but the stratification of instructional resources has risen sharply since 1970 at both private and public institutions. Nonacademic admissions criteria like athletics, legacy, and affirmative action are second-order in determining the allocation of students to universities. Potential economic justifications for the positive association of instructional expenditures with student prior achievement—q-complementarity between achievement and resources, convex social returns to high human capital, and incentives to invest in learning prior to college—have little empirical support. Resource stratification across universities has not increased in the past decade, largely due to increased public funding of universities that enroll lower-testing students through financial aid programs like California's CalGrant, but stratification within institutions is now rising swiftly.

Boily, E., Mailloux, A.-S., Desrosiers, G., Lalande, J., Amboulé-Abath, A., Tremblay, S., & Gravel, M. (2026). **Conditions favorisant l'établissement d'un partenariat école-famille-communauté actif dans les collectivités rurales du Bas-Saguenay Sud**. *Revue hybride de l'éducation*, *10*(4), 1-43. https://doi.org/10.1522/rhe.v10i4.2088

Entre 2018 et 2020, une recherche participative financée par le CRRE s'est penchée sur les difficultés en lien avec la collaboration É-F-C vécue dans cinq municipalités rurales du Bas-Saguenay Sud. À l'issue de cette recherche, la structure partenariale AGIR a été fondée. Depuis sa création, plusieurs actions concrètes ont été mises en place pour favoriser la réussite éducative des jeunes du Bas-Saguenay Sud (AGIR, 2021). Malgré tout, des défis persistent dans le déploiement de la structure partenariale. Cet article vise donc à identifier les conditions favorables à l'établissement d'un partenariat É-F-C actif à partir d'une expérience vécue dans cinq collectivités rurales. Les données ont été recueillies lors de groupes de discussion réunissant une diversité de personnes représentant la communauté éducative. Les résultats révèlent que quatre types de facteurs interdépendants soutiennent l'établissement d'un partenariat É-F-C actif en milieu rural.

Boon-Falleur, M. (2024). ***The effect of resources on psychological preferences and behavioral strategies, from theory to empirical investigations*** (Theses, Université Paris sciences et lettres). Consulté à l'adresse https://theses.hal.science/tel-05826397

Extensive research has shown that access to material resources significantly influences life outcomes, such as health, education, and social trust. Across the globe, we observe a stark socioeconomic gradient: individuals with fewer resources often face worse health, lower educational achievements, and diminished trust in others and institutions, highlighting a link between material wealth and both behavioral and psychological outcomes. For instance, lower income often correlates with higher consumption of alcohol and cigarettes despite their high cost, suggesting that socioeconomic impacts extend beyond simple financial constraints to influence people's behavioral strategies. Two primary frameworks in psychology—the scarcity and the contextually adaptive approaches—account for these socioeconomic differences in people's behavior. The scarcity approach views poverty as a cognitive load that impairs long-term planning and decision-making, promoting impulsive behaviors. In contrast, the contextually adaptive approach considers these behaviors as rational adaptations to environmental and evolutionary pressures, suggesting that strategies developed in response to adversity are not signs of failure but adaptive responses. My thesis builds upon the contextually adaptive approach by proposing a model of optimal resource allocation, arguing that the amount of resources influences optimal behavioral strategies. People with greater resources develop traits such as patience and risk tolerance, conducive to long-term planning and cooperation, while those with fewer resources may exhibit risk aversion and focus on immediate needs. This leads to distinct societal norms and values, with resource-rich societies encouraging innovation and democratic principles, and resource-scarce communities leaning towards conservatism and authoritarianism. In this chapter, I also examine the role of time discounting in behaviors perceived as risky, suggesting that such actions often involve a complex trade-off between immediate gratification and long-term risks, rather than pure risk-seeking. Subsequent chapters of my thesis empirically investigate how ecological conditions affect behavior. In the second chapter, I explore how perceptions of mortality and morbidity during the COVID-19 pandemic influence people's risk-taking and patience. By analyzing a survey of 5,000 individuals in France and employing an instrumental variable method with local COVID-19 death rates to address endogeneity, I find that perceived risks significantly influence behavior, increasing risk aversion, particularly at higher

levels of perceived threat. I then turn to socioeconomic disparities in waiting behavior focusing on real-life decision-making during the higher education application process. The study examines how students from lower socioeconomic backgrounds tend to prefer immediate rewards over deferred ones. Analyzing data from the French Admission Post Bac system with over 89,263 student records, the findings reveal that even when taking into account differences in academic performance, aspirations, and waiting costs, students from less affluent backgrounds were more likely to accept early university offers promptly. This finding suggests that disadvantaged students are less likely to be patient because of psychological influences such as diminished self-confidence and a mistrust of future opportunities. Finally, I examine how socioeconomic status influences social behaviors by studying perceptions of trustworthiness linked to wealth in a diverse sample of participants from Brazil, Colombia, the Democratic Republic of Congo, India, France, Nigeria, the Philippines, and the United Kingdom. The findings indicate that across these culturally diverse settings, wealthier individuals are generally perceived as more trustworthy, suggesting a global tendency to negatively stereotype poorer individuals.

Bouadi, L., & Ros, É. (2026). **L'entrepreunariat en coopérative. Promesses ambivalentes pour des femmes migrantes**. *Travail, genre et sociétés*, (56), 99-119. https://doi.org/10.3917/tgs.056.0099
L'article explore l'expérience des femmes migrantes au sein d'une coopérative éphémère (CE) visant à intégrer une Coopérative d'Activité et d'Emploi (CAE) pour développer leur projet entrepreneurial. Les CAE sont souvent présentées comme des dispositifs favorisant l'entrepreneuriat inclusif et la sécurisation des parcours professionnels. Cependant, lorsqu'il s'agit d'entrepreneuriat populaire porté par des femmes migrantes, ce modèle révèle ses limites. En effet, si les CAE offrent un cadre légal et administratif sécurisé, elles ne suffisent pas à compenser les discriminations structurelles liées au genre, à l'origine ou aux qualifications, révélant ainsi un entrepreneuriat inclusif en trompe-l'œil. En adoptant un regard critique et possibiliste, cet article met ainsi en lumière la manière dont cette CE constitue un espace ambivalent d'expérimentation d'un entrepreneuriat populaire féminin, à la fois porteur de possibles émancipateurs et structurellement disqualifié par les normes économiques des CAE.

Briscoe, K. L. (2026). **Navigating the Threats to Democracy: Diversity Professionals Narratives of Political Polarization, Legislation, and Public Opinion**. *Innovative Higher Education*, *51*(4), 1683-1708. https://doi.org/10.1007/s10755-026-09908-2
The increasing partisan divide surrounding perspectives on higher education highlights a concerning lack of confidence in U.S. institutions. Our politically polarized climate reflects differing ideologies regarding which programs, initiatives, and offices should be present on college campuses. These deep-rooted divisions are connected to systematic attacks on diversity, equity, and inclusion principles, which are being pursued through national and state efforts. Such actions threaten to undermine the democratic foundations that educational institutions are built upon. Furthermore, the spread of misinformation about diversity, equity, and inclusion has fueled alarming anti-democratic movements within higher education, particularly impacting diversity professionals who are dedicated to upholding the missions, visions, and values of equity and inclusion. Using a critical narrative approach, I documented the experiences of 31 diversity professionals regarding how these assaults on diversity, equity, and inclusion principles influence universities and broader democratic societies. The findings indicate that these attacks on diversity, equity, and inclusion are seen not only as threats to institutional values but also as broader threats to democracy and the democratization of knowledge. Participants emphasized that the escalating political polarization in the United States has led to significant divisions in

public opinion about higher education, obscuring its fundamental mission. The implications of this research reaffirm the value of higher education within the current sociopolitical context and highlight the democratic divide among higher education leaders.

Brunner, E., Jiang, S., & Ross, S. (2026). ***Can Home Visits Re-Engage Chronically Absent Students? Evidence from the LEAP Program*** (Working paper N° 35961). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35961
Beginning in the summer of 2021, the state of Connecticut launched the Learner Engagement and Attendance Program (LEAP) where home visits by school personnel were conducted with students identified as chronically absent from Connecticut's 15 most disadvantaged school districts. Home visits were designed to connect students and their families directly with teachers to foster strong connections. We use student-level data from 2021–22 through 2023-24 to estimate event studies of the effect of LEAP on student attendance, chronic absenteeism, disciplinary incidents, and student achievement. Utilizing models that address selection into treatment timing over student observable and unobservable attributes, we find that students who received the LEAP intervention experienced approximately a 4 to 5 percentage point increase in attendance rates, a 13 to 15 percentage point decline in chronic absenteeism, and a 3 to 5 percentage point decline in the number of disciplinary incidents. Notably, initial event studies indicated increasing treatment effects over time, but after correcting for selection on unobservables treatment effects appeared constant over time. These effects were broad based, with similar impacts by gender, race and ethnicity, and free or reduced-price lunch status. These attendance and discipline results provide suggest that the LEAP intervention increased student noncognitive skills.

Chen, W.-L., & Chen, J.-H. (2026). **Parental academic comparisons of siblings and adolescent well-being: A longitudinal study from Taiwan**. *Family Relations*, *75*(5), 3416-3434. https://doi.org/10.1111/fare.70225
Objective This study investigates the relationship between parental academic comparisons of siblings and adolescents' well-being, a topic that has not been extensively studied in literature. Background In East Asian societies, academic achievement is highly valued, and parents often compare siblings' academic performance to encourage greater achievement. Method Leveraging longitudinal data of the Taiwan Youth Project (N = 1,464, aged 15–18), the study employs random-effects and fixed-effects models to examine how parental academic comparisons are associated with adolescents' well-being. Results Nearly three quarters of Taiwanese adolescents reported at least some parental academic comparison between siblings. Both random-effects and fixed-effects models reveal that frequent perceived parental comparisons correlate with adolescent well-being, that is, mental health and aggressive behavior. The results were predominantly observed among females, and the associations became nonsignificant once measures of family relationships and self-esteem were controlled for. Conclusion The findings underscore the potential adverse effects of a common parenting practice in East Asia, but, more importantly, reveal that family relationships and self-esteem explain the associations between frequent parental academic comparisons and adolescents' aggression and mental health. Implications These results suggest actionable levers for family education and professionals in Taiwan and East Asia, guiding them toward parenting strategies that enhance family relationships ultimately to improve adolescents' well-being.

Cho, S., Kim, J. H., & Ro, W. (2026). **L'électorat jeune en Corée du Sud : victimisation des hommes et résurgence féministe**. *Travail, genre et sociétés*, (56), 179-184. https://doi.org/10.3917/tgs.056.0179

Combs, L. D. (2026). **Toward Theoretical Plausibilities of Power: An Analysis of Liminality in Higher Education**. *Innovative Higher Education*, *51*(5), 2333-2356. https://doi.org/10.1007/s10755-026-09897-2
This empirical manuscript introduces four theoretical plausibilities to illuminate how power operates through and within liminal identity experiences in higher education. Drawing from a situational analysis study of college students who exist beyond rigid social identity categories—such as multiracial, nonbinary, interfaith, and class-straddling students—I examined the nuanced and often contradictory ways liminality intersects with systems of dominance. Grounded in situational analysis and framed through poststructural and critical paradigms, this paper critiques monocentricity and advances liminality as a powerful analytic lens to disrupt binary models of identity, community, and institutional support. The findings and plausibilities presented offer a framework for reimagining higher education policies, practices, and student development theories to fully support students in navigating in-between spaces. Implications for future research, policy, and praxis are also discussed.

Creamer, E. T. (2026). **The Democratic Mission: Community Colleges as Engines of Social Mobility and Civic Engagement**. *Innovative Higher Education*, *51*(4), 1735-1750. https://doi.org/10.1007/s10755-026-09911-7
Community colleges' democratic mission is often treated as separate from their economic function. This conceptual essay advances a civic incubator model showing how the two are co-produced by design. Using a story-to-system-to-theory progression, the paper begins with a student vignette, situates that experience within sector realities (open access, commuting and work patterns, local anchoring), and then articulates a framework that links access to durable civic capacity. The model specifies three mutually reinforcing components—accessible entry points, integrated problem-centered learning, and community connections via campus democracy and employer/nonprofit partnerships—through which students practice deliberation, collaboration, and public problem-solving while building career skills. The argument offers promising propositions and practical guidance for aligning mission with metrics and discusses implications for policy, assessment, and future empirical research.

Crittenden, C. A., Policastro, C. N., & Marcum, C. D. (2026). **Navigating Compliance and Culture: How University Administrators Perceive Title IX Resources**. *Innovative Higher Education*. https://doi.org/10.1007/s10755-026-09893-6
The current study explored the nature of existing Title IX resources and policies on college/university campuses across the Southeastern US, along with perceptions of campus administrative leaders in Title IX, Dean of Students, and multicultural, diversity, and women's center offices regarding the quality of these resources and policies and how well they served students. While quantitative results indicated a general satisfaction with services and policies, qualitative results uncovered concerns with current availability.

Cunha, F., Hu, Q., Salvati, A., Wolpin, K. I., & Zeng, R. (2026). ***Estimating, Bounding, and Decomposing the Effects of a Parent-Directed School Readiness Program*** (Working paper N°

13100). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13100
We evaluate JumpStart, a parent-directed school-readiness program run by a Houston-area school district, in a randomized trial spanning three cohorts. Being offered the program raises scores on a curriculum-aligned assessment by 7.6 percentage points and parental investment by 0.26 standard deviations. A model of skill formation with endogenous inputs and program participation yields an average treatment effect of completing the program of about 9 percentage points, and attributes roughly a quarter of this effect to higher measured investment. Nonparametric bounds corroborate the average effect, and a mediation analysis that relaxes part of the model's structure supports the decomposition.

Cyr, G., Bouchard-Fortier, M., Bruyère, M.-H., Riopel, M., & Bastien-Charlebois, J. (2026). **Développement de schémas anatomiques inclusifs de la diversité sexuelle, de genre et des caractéristiques sexuées**. *Revue hybride de l'éducation*, *10*(4), 1-43. https://doi.org/10.1522/rhe.v10i4.2061
Cet article présente une recherche-développement visant la conception de schémas anatomiques inclusifs pour l'enseignement de l'anatomie sexuée dans les cours de sciences et technologie au secondaire. Une recension des outils didactiques disponibles a démontré qu'ils ne répondaient pas aux besoins des enseignantes pour leur démarche d'inclusion de la diversité sexuelle, de genre et des caractéristiques et qu'ils véhiculaient une vision exagérément binaire des corps sexués, centrée sur la reproduction et faisant l'amalgame entre sexe et genre. La démarche collaborative a permis de développer des schémas et des textes explicatifs fondés sur l'homologie des organes, un vocabulaire non pathologisant et une représentation de la diversité des caractéristiques sexuées, incluant des variations intersexes. Grâce à des mises à l'essai avec des expertes et des enseignantes, ces outils permettent de concilier inclusion et rigueur scientifique.

Dahan, N., Tamir, E., & Yemini, M. (2026). **Street-Level Bureaucracy in health promoting schools: a cross case analysis through Bourdieu's capital theory**. *Journal of Education Policy*, *41*(6), 995-1019. https://doi.org/10.1080/02680939.2026.2634023
In the early 2000s, Israel's Ministry of Education introduced health-promoting schools. Effective implementation requires tailored support to meet the diverse needs of communities with different cultural backgrounds. However, policies, especially when imposed top-down, may face resistance. This study explores how these policies were adapted to cultural, social, and economic contexts in three public elementary schools: A Mizrachi Jewish community, the African Hebrew Israelite Nation of Jerusalem, and a Bedouin community. Semi-structured interviews were conducted with educators, parents, and district instructors, and focus groups were held with students. Data were analyzed using Lipsky's Street-Level Bureaucracy theory (1980), alongside Bourdieu's capital theory (1984, 1986), together offering a comprehensive framework. The findings reveal that principals and teachers developed informal practices to address challenges. However, a lack of resources hindered implementation. To overcome these challenges, street-level bureaucrats leveraged students' and parents' social, economic, and cultural capital. The study highlights a need for flexibility in policy design and implementation to adapt to diverse local contexts, establish guidelines for discretionary decision-making, and foster initiatives to promote health policies. This research deepens understanding of how street-level bureaucrats interpret and implement government policy and how community and the educational staff capital within school influences policy implementation.

Dang, H.-A., & Behrman, J. (2026). ***From cheap answers to lasting learning: AI tutoring and educational inequality*** (Working paper N° 1861). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1861
Nearly half of 15-year-old students in OECD countries, and more in some poorer countries, use AI weekly for learning. Generative AI makes schoolwork help cheap for connected students, but cheaper help need not yield lasting learning. We link the economics of supplementary education with learning science to examine how effort, entry costs, public provision and assessment shape AI tutoring's benefits. Randomized trials find gains and losses varying by setting, use and outcome, while lasting, equitable gains remain uncertain. We distinguish program effects from generative AI's contribution, compare full costs with alternatives, and propose decision rules and a trial design.

d'Arripe, A., & Fleurent, D. (2026). **Enjeux et défis de la place des personnes ayant l'expérience de la déficience intellectuelle à l'université comme étudiantes, co-formatrices et co-chercheures**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 49-63. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/723
This article examines the place of people with lived experience of intellectual disability (ID) at university through the project DESHMA, which trains pairs to co-teach disability awareness courses. It first explores their role as students, then as teachers once they obtain their co-instructor certificate. The article also analyses their involvement as co-researchers, particularly in the co-writing of scientific publications. The issues raised by these roles are discussed through the lenses of epistemic justice (Fricker, 2007) and the social role valorization framework (Wolfensberger, 1991). The analysis highlights the challenges of co-construction in a context marked by structural asymmetries. This work builds on a communication jointly delivered by a person with ID and a university lecturer-researcher who both took part in the project. Keywords: disability, experiential knowledge, intellectual disability, research, training.

Dearth-Wesley, T., Herman, A. N., & Whitaker, R. C. (2026). **The Association Between Psychological Flexibility and Sense of Belonging Among U.S. Undergraduate Students**. *Innovative Higher Education*, *51*(5), 2211-2231. https://doi.org/10.1007/s10755-026-09887-4
Greater student belonging is linked to improved academic, social, and health outcomes and could help reduce loneliness and its associated health risks. The need for belonging is especially critical for emerging adults, who are navigating instability in relationships and commitments while exploring their identities, building skills for connection, and broadening their social worlds. Helping students reflect on and adapt to ambiguous environmental cues and social interactions, as well as accept negative feelings and work through them in alignment with their valued goals, could strengthen their sense of belonging. Psychological flexibility – one's ability to be present and open without defenses to thoughts and feelings and to behave based on personal values – is a modifiable capacity that is understudied in relation to belonging. Using cross-sectional survey data from over 16,000 undergraduate students in 104 U.S. colleges and universities, we examined the association between psychological flexibility and students' sense of belonging. After adjusting for covariates, higher psychological flexibility was significantly associated with greater belonging. For each 1 SD increase in the psychological flexibility score, there was a 0.43 (95% CI: 0.40, 0.45) unit increase in the adjusted belonging z score ($P < .001$). Efforts by colleges and universities to increase students' psychological flexibility, alongside ongoing efforts to make

students feel accepted, valued, and connected, could improve student belonging and its associated benefits.

Dequiré, A.-F. (2026). **Faire expérience du handicap en contexte de simulation**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 64-83. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/741
The purpose of this article is to present an innovative program, the STIMUL Experiment, designed to revitalize the pedagogical approach to ethics in the healthcare sector. Its goal is to foster ethical reflection on "caring" through the implementation, within an ethics-in-care laboratory, of a teaching approach centered on the experiences of healthcare providers and students in a simulation setting. The article seeks to answer the following question: "How can a simulation-based training program empower students, healthcare professionals, and instructors who encounter disability?". To answer this question, we will draw on the accompanying workbooks distributed to the 68 participants during the various sessions, as well as on analysis reports from debriefings and post-session evaluations. Keywords: disability, empowering environment, ethics education, simulation, training program.

di Paola, V., & Epiphane, D. (2026). **Le plafond de verre en Suède et en France : mêmes causes, mêmes effets ?** *Travail, genre et sociétés*, (56), 123-143. https://doi.org/10.3917/tgs.056.0123
Cet article interroge la persistance du plafond de verre en France et en Suède, deux pays aux politiques d'égalité entre les sexes contrastées. La comparaison des deux systèmes de protection sociale souligne que le contexte suédois semble globalement plus favorable, notamment en matière d'égalité de genre dans la sphère domestique. À partir d'entretiens conduits auprès de top managers d'une grande entreprise du secteur financier implantée dans les deux pays, nous montrons que, la manière dont les normes professionnelles, façonnées par des modèles au masculin-neutre d'investissement temporel, de disponibilité permanente et de cooptation informelle, continuent de conditionner la progression des femmes cadres. Ainsi, les attentes normatives et les organisations du travail demeurent traversées par des rapports sociaux de sexe qui limitent les effets des politiques égalitaires, même en Suède.

Doerrenberg, P., Feldhaus, C., Scholz, P., & Berger, S. (2026). ***Gender Discrimination against Pre-PhD Students: A Field Experiment*** (Working paper N° 439). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://EconPapers.repec.org/RePEc:ajk:ajkdps:439
We conduct a field experiment on gender discrimination against pre-PhD students in academic economics and business administration. We invite the universe of postdocs and professors at German, Austrian, and Swiss universities to a survey on AI in teaching. Invitations are randomly sent by nine male and nine female Master's students. Each student also randomly varies whether their email mentions a PhD intention. Male researchers provide more answers to female students, while female researchers show no average gender difference. PhD intention increases male researchers' responses to male students. It reduces female researchers' responses to female students, driven mainly by tenured researchers.

Duong, T., & Zhong, J. (2026). **Low-Level Lead Exposure and Children's Human Capital: Evidence from Piston-Engine Aircraft**. *IZA Discussion Papers*. Consulté à l'adresse https://ideas.repec.org//p/iza/izadps/dp18996.html

How harmful are low levels of lead exposure to children's human capital development? We provide new causal evidence by exploiting a post-2007 surge in piston-engine aircraft activity, the largest remaining source of airborne lead emissions in the United States, driven by flight-training demand. Using a triple-differences design and longitudinal administrative data, we find that students attending schools within one mile of high-surge airports score 0.168 standard deviations lower on reading tests and are 6% and 25% less likely to graduate from high school and enroll in a public university, respectively. Estimated effects on behavioral outcomes are small and statistically insignificant.

Duran, A., Choi, Y. H., Williams, J. A., Eddy, S. L., & Casper, A. M. A. (2026). **Implementing Inclusive Teaching around Sex, Sexual Reproduction, and Gender (SSRG) in Biology: A Multi-Case Investigation at Hispanic-Serving Institutions**. *Innovative Higher Education*, *51*(5), 2501-2529. https://doi.org/10.1007/s10755-026-09918-0
In contemporary U.S. society, the perception of the nature of science varies, ranging from the view that it is a neutral practice to one that positions science as constantly shifting and informed by oppressive dynamics. Within these differences, there are scrutinized subject matters such as those pertaining to sex, sexual reproduction, and gender (SSRG), which are commonplace in many undergraduate biology curricula. Using a multiple-site, embedded case study design, this research examined how biology instructors at the postsecondary level conceptualized science and SSRG topics, together with how students responded to their teaching. Informed by interviews with students and the instructors themselves, findings brought to light three different categories of instruction, those who: 1) explicitly communicated to students that science is not a neutral practice and spoke about SSRG topics in expansive ways that reflected the complex relationship between science and society; 2) perceived the nature of science as constantly evolving, but without explicitly articulating connections to sociocultural influences; 3) appeared to hold non-neutral and complex views about both science and SSRG topics, but communicated their frames in muted and implicit ways because they navigated complicated teaching contexts.

Durovic, A., & Haute, T. (2026). **En France, une jeune génération plus progressiste, mais plus clivée**. *Travail, genre et sociétés*, (56), 195-199. https://doi.org/10.3917/tgs.056.0195

Ecton, W. G., & Metcalfe, C. M. (2026). **Young Adults' Public and Private Support for Higher Education in America**. *Innovative Higher Education*, *51*(4), 1593-1618. https://doi.org/10.1007/s10755-026-09919-z
Given recent media attention and political narratives questioning the value of higher education, we survey young Americans about their attitudes towards college. We explore two dimensions of attitudes towards college – higher education as a private good and as a public good. We find most young people still believe most of their peers should go to college, and most want their children to go to college, although there are meaningful differences across demographic groups and different student experiences, with practical and political implications. We find evidence suggesting that exposure to higher education and providing students with adequate information during their own college search process may be meaningful predictors of young adults' attitudes about college.

Eyebiyi, E., Ahouangonou, S., Patinvoh, A.-J., & Atchade, B. (2026). **Gratuité de l'enseignement primaire et qualité de l'éducation au Bénin : les ambivalences de la massification en milieu**

lacustre. *International Review of Education*, *72*(5), 855-874. https://doi.org/10.1007/s11159-025-10223-9
Free primary education and educational quality in Benin: Ambivalences of massification in a lakeside community – This article examines the impact of free education policies on the quality of basic education in Aguégués, a disadvantaged lakeside community in Benin. It sheds light on how the implementation of the free education policy – introduced to promote mass enrolment in primary education and achieve the goals of Education for All – has yielded mixed results over the past decade. The socio-anthropological analysis presented provides an insight into the transformations in basic education and the perceptions of stakeholders regarding education as a public good, as well as its delivery under the paradigm of a public policy known as "free education". Whilst the objectives of democratising primary education appear to have been achieved, the question of the quality of the education received by learners remains unresolved, as does the development of practical norms through which teachers have attempted to regulate and reclaim control over the new constraints of massification within the emerging local arena.

Fahrni, L. (2026). ***D'une vision morcelée vers une vision holistique de la relation école-familles-communauté*** (Thèse de doctorat, Université de Fribourg). https://doi.org/10.51363/unifr.edt.2026.005
Cette thèse se veut le reflet de l'évolution de notre compréhension du triptyque école-familles-communauté (ÉFC). À l'aide d'une démarche ethnographique (Ogay, 2017b) menée au sein d'un établissement scolaire péri-urbain du canton de Fribourg, complétée par des recherches conduites au Québec, cette thèse soulève divers enjeux de la relation ÉFC. Un premier enjeu renvoie à la notion polysémique de frontières. L'analyse des degrés de porosité (Maire Sandoz, 2015) des frontières physiques/architecturales d'un établissement scolaire, où se déroulent des interactions informelles entre enseignant·e·s et parents révèle des (a)symétries dans la relation ÉFC. Un deuxième enjeu concerne l'utilisation de l'espace dans la construction de la relation ÉFC : les implicites et non-dits spatiaux contribuent à éloigner les familles les moins familières de la culture scolaire (Fahrni et Conus, 2018). Certains positionnements en retrait des parents peuvent être interprétés comme une métaphore spatiale de leur rapport à l'école (Périer, 2017), voire comme une manifestation de leur prétendue démission parentale (Ogay et Ballif, 2019). Un troisième enjeu tient aux impensés institutionnels qui contribuent au maintien des frontières symboliques (parfois invisibles) assignant certaines familles à la périphérie (Périer, 2017). L'ensemble des réflexions menées dans cette thèse souligne la nécessité de penser la relation ÉFC dans une approche holistique. En ce sens, l'institution scolaire a une forte responsabilité de repenser les écoles et leur fonctionnement. Pour autant, un constat transcende tous les contextes étudiés : dans l'établissement scolaire, la grande part de responsabilités de la construction de la relation ÉFC repose encore sur les épaules des enseignant·e·s.

Fairlie, R., Khanna, S., Loyalka, P., & Sachdeva, G. S. (2026). ***Affirmative Action, Faculty Productivity and Caste Interactions: Evidence from Engineering Colleges in India*** (Working paper N° 35963). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35963
Affirmative action programs are often criticized because of concerns that they result in lower worker productivity and efficiency losses. We study the relative productivity of workers benefiting from an aggressive affirmative action policy in a setting where hiring constraints are mandated upon employers and are typically likely to bind. In India, colleges are required to reserve

approximately 50 percent of faculty hires for individuals from disadvantaged caste and social class groups. We collect and analyze data from a nationally representative sample of 50 engineering and technology colleges in India, some of which randomly assign students to classrooms. We find that reservation category faculty have lower levels of education, lower professorial ranks and fewer years of experience in academia than general category faculty who are not hired through reservations. Yet, even with lower qualifications, we do not detect meaningful differences in instructional quality between reservation category faculty and general category faculty across a wide range of measures that include course grades, follow-on course grades, standardized test scores, dropout, attendance, graduate school plans, and graduation. In fact, we find that, at least for immediate effects on course grades, students taught by reservation category faculty perform slightly better than students taught by general category faculty. We also estimate "teacher-like-me" effects of reservation category faculty on the relative course performance and longer-term outcomes of reservation category students and cannot reject the hypothesis of null effects. Furthermore, even in the face of potential discrimination and resentment against faculty hiring quotas, general category students perform slightly better in classrooms taught by reservation category faculty than general category faculty. Finally, estimates of differences between reservation category and general category faculty in several measures of research productivity and administrative service are small in magnitude and not statistically different from zero. The findings have implications for the heated debates over affirmative action programs found in many countries around the world and in India which is now the largest country in the world.

Fan, J., Liu, S., Ren, L., & Li, L. (2026). **Family relationship profiles and their associations with children's academic school readiness and approaches to learning**. *Family Relations*, *75*(5), 3578-3597. https://doi.org/10.1111/fare.70261

Objective This study aimed to explore latent profiles of family relationships based on marital quality, coparenting, and parent–child relationships, and examine their associations with children's academic school readiness and approaches to learning with a Chinese sample. Background Previous research often used variable-centered approaches, which potentially overlook unique relationship configurations and their influence on children. Method At the beginning of kindergarten, both fathers and mothers from 366 families completed questionnaires of demographic information, child temperament, and family relationship variables. At the end of kindergarten, research assistants assessed children's academic school readiness, and the primary caregivers reported children's approaches to learning. Results Five family relationship profiles emerged: highly cohesive, moderately cohesive, and dysfunctional families showed consistently high, moderate, and poor relationship quality across all subsystems, respectively. Compensatory families had poor marital quality and coparenting quality but low parent–child conflict. Unbalanced families exhibited contrasting evaluations between mothers and fathers across subsystems. Although family relationship profiles did not predict children's school readiness on math, language and literacy, they made significant differences in children's approaches to learning. Conclusion The findings reveal variations of families in the synchronism of relationship quality across subsystems. Families with boundaries across subsystems showed some buffering effect on children's approaches to learning. Implications This study underscores the value of a family-centered approach in capturing the complexity of family dynamics. Furthermore, maintaining subsystem boundaries may help families experiencing difficulties in certain relationships.

Fernández, S. D., & Windish, H. (2026). **La manosphère espagnole : les jeunes hommes particulièrement touchés ?** *Travail, genre et sociétés*, (56), 207-210. https://doi.org/10.3917/tgs.056.0207

Frederic, A., Rzucidlo, K., Burmicky, J., McFadden, D., & Carter, E. (2026). **Disrupting Elitism: Exploring Sociocultural Dynamics at a Private HBCU**. *Innovative Higher Education*, *51*(5), 1827-1848. https://doi.org/10.1007/s10755-025-09810-3
Informed by a transformative paradigm, we examined student engagement at a private, research-intensive HBCU by considering the role of social and cultural capital. In doing so, we paid close attention to how undergraduate students navigated and disrupted elitism on campus through an HBCU-based theoretical model. We used interview and focus group data, including 20 undergraduate students from diverse backgrounds and fields of study. We analyzed structural barriers discussed by our participants, including perceptions of legacy, selectivity, and elitism. We provided culturally and racially affirming recommendations for higher education practice tailored to HBCUs.

Friedensen, R. E., Collom, G. D., Cooper, A. R., Trad, J. K., & Svoboda, B. (2026). **The Purpose, Value, and Public Perception of Higher Education: An Introduction to the Special Issue**. *Innovative Higher Education*, *51*(4), 1527-1535. https://doi.org/10.1007/s10755-026-09966-6

Gaillard, J. (2026). ***Formation professionnelle en France : entre reproduction sociale, émancipation et déclin... des lycées professionnels***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-formation-professionnelle-en-france/87011
La formation professionnelle occupe une place singulière dans l'histoire scolaire française, prise entre émancipation et assignation. Des corporations médiévales aux lycées professionnels actuels, son évolution révèle l'entremêlement des hiérarchies sociales, des enjeux économiques et des politiques éducatives. En s'appuyant sur archives, débats, enquêtes et récits de vie, l'ouvrage montre comment cette voie a souvent reproduit les inégalités : orientation précoce, parcours segmentés, division sexuée des métiers, exploitation de la main d'œuvre juvénile, affaiblissement des enseignements généraux. Mais il met aussi en lumière des tentatives de démocratisation et des espaces d'émancipation. En questionnant l'accès au supérieur, les limites de l'alternance et le rôle éducatif des lycées professionnels, il propose une lecture renouvelée de cette filière. Une interrogation centrale traverse le livre : que devrait être la formation professionnelle dans une société démocratique ? Un ouvrage destiné aux chercheurs, enseignants, décideurs et à tous ceux qui croisent la voie professionnelle.

Gatera, E., Muhirwa, A., & Mugemanyi, S. (2026). **Education gender gap in STEM fields at Integrated Polytechnic Regional College (IPRC) Tumba (2007–2020)**. *International Journal of Inclusive Education*, *30*(13), 3993-4008. https://doi.org/10.1080/13603116.2024.2427144
Despite three decades of discussion, gender inequality in the STEM field remains unresolved. This research endeavours to examine the role of IPRC Tumba in fostering STEM education for Rwandan female students and narrowing the gender gap. Using both quantitative and qualitative techniques, we conducted interviews with 105 female students from IPRC Tumba. Participants were distributed across three cohorts, with 45 female participants in the first year, 28 in the second year and 32 in the third year, with different marital statuses, including single, cohabiting, married and single mothers. Qualitative data were collected through an open-ended questionnaire administered to lecturers and administrative staff (4). The findings

demonstrate that most respondents disagree (9.53% strongly disagree and 44.77% disagree) with the notion of men's superiority in STEM, while some believe (33.30% agree and 12.40% strongly agree) that men are superior due to societal stereotypes. More than 70.48% of women chose STEM at IPRCs, with a slight increase in the number of women graduates (24.91%). Additionally, 87% confirmed that they can succeed in STEM while raising families.

Gethin, A. L. (2026). ***Education and Poverty Reduction*** (Working paper N° 11491). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:wbrwps:11491
This paper surveys the evidence on the role of education in reducing poverty. Education can reduce absolute poverty by increasing productivity, relative poverty by lowering inequality, and multidimensional poverty by improving dimensions of well-being beyond income. Existing research indicates that it contributes to all three. Returns to schooling are large, especially for policies enabling children from disadvantaged backgrounds to acquire more education, and typically exceed the costs of education provision. Education also benefits low-wage workers through labor market spillovers: reducing the share of low-skilled workers in the economy raises their relative wage. The expansion of education has played a major role in reducing extreme poverty and can account for over half of income gains among the world's poorest individuals since 1980. The non-monetary benefits of schooling are also large and may imply total returns that are twice as high as monetary gains. Substantial educational inequalities persist nonetheless, with important implications for global equity and the trajectory of poverty in the 21st century.

Global Education Monitoring Report Team. (2026). ***Gender equity in access to education***. https://doi.org/10.54676/BEKS7323

González-Domínguez, N. P., Fazio, M., Shephard, R., Shiraz, M., Semelhago, C., Qiang, V., … Banerjee, A. (2026). **"Planting the seeds": A Transformative Qualitative Study on the Impact of the "Principles of Belonging in Public Health" Pilot Workshop for Graduate Students in the Health Sciences**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.18989
Anti-oppression refers to principles and practices that challenge existing oppressive structures. Training in anti-oppression is not universally offered in population health graduate programs in Canada, and there are few formal qualitative evaluations on students' perceptions of existing trainings in the literature. Therefore, the objectives of this study were to evaluate the impact as well as students' perceptions of a training on concepts related to identity, power, and privilege within the McGill School of Population and Global Health (SPGH) context. A team of students, faculty, and staff designed and implemented a voluntary workshop on anti-oppressive practices for graduate students enrolled in SPGH programs in 2023. We used a qualitative, participatory action design within a transformative paradigm to evaluate the workshop. Attendees were invited to participate in the study's focus groups or one-on-one interviews. Qualitative data was analyzed through thematic analysis using NVivo 12. Of the 37 workshop attendees, 10 students participated in the study. We conducted four focus groups and one one-on-one interview. Participant perspectives were divided into the themes of relevance, safety and social change, collectivity, impact, and participant-driven development of equity training under the pillars of belonging, care, growth, and sustainability. Students found the training effective at improving interpersonal skills. However, they expected more content about addressing systemic forms of oppression within the population health field. The workshop was implemented effectively and successfully established a safe environment for learning. Additionally, this study provides a

framework to design, develop, and evaluate anti-oppression workshops in population health education settings using a garden metaphor and demonstrates how the framework can be implemented. Further research and trainings should consider having anti-oppressive content more relevant to the population health field.

Guirkinger, C., & Stoeffler, Q. (2026). **New Economic Opportunities and Children's Outcomes: Negative Effects of Artisanal Mines on Primary Education**. *The World Bank Economic Review*, *40*(4), 939-958. https://doi.org/10.1093/wber/lhaf040
We investigate how artisanal gold mining affects household investment in primary education in Burkina Faso. Relying mostly on difference-in-difference estimations with both primary and secondary data, we find a significant, robust, and strong negative effect of artisanal mining on primary school enrolment for boys but not for girls. We explore potential channels and find that direct involvement in mining work does not explain the results. However, children appear to substitute for their parents working in mines (or other activities that developed after the mining boom). In addition, elicited perceived returns to primary education are negatively affected by the presence of mines. Both mechanisms suggest an indirect increase in the opportunity cost of education. We find no evidence of a negative income effect or of a change in school supply which could affect the direct cost of education. Our findings suggest that artisanal mining causes negative externalities on human capital accumulation that need to be addressed if mining is to contribute to poor household livelihoods.

Hajar, A., Kurakbayev, K., & Zharylgap, A. (2026). **Seeking support beyond schools: mothers' perspectives on shadow education for children with special educational needs in Kazakhstan**. *International Journal of Inclusive Education*, *30*(13), 4431-4454. https://doi.org/10.1080/13603116.2026.2641569
This qualitative study explores the perspectives of Kazakhstani mothers who enrol their children with special educational needs (SEN) in fee-paying private tutoring, commonly known as shadow education. Framed by the ideology of parentocracy, the study examines how families respond to the limitations of inclusive education in mainstream schools by turning to shadow education as a compensatory strategy. Data were collected through in-depth interviews with eight mothers from Astana whose primary school-aged children have diverse learning difficulties. Thematic analysis revealed that private tutoring is viewed not only as academic support but also as a vital intervention providing personalised instruction, emotional security, and social development. However, the findings also highlight systemic inequalities, as access to high-quality tutoring is influenced by socioeconomic status and limited by a largely unregulated market of shadow education. Participants reported challenges, including financial pressure, inconsistent tutor quality, and limited collaboration between schools and tutoring providers. The study advocates for improved teacher training in inclusive pedagogy, regulation of the tutoring sector, and state-supported tutoring initiatives to promote educational equity. It provides new insights into the intersection of shadow education and inclusion, emphasising the role of parental agency in shaping educational pathways for children with SEN in under-resourced systems.

Hang, Y., Peng, Y., & Guo, J. (2026). **An interactive journey with multiple coding of self: exploring graduate students' self-formation during academic socialization**. *Higher Education*, *92*(4), 1777-1801. https://doi.org/10.1007/s10734-025-01595-w
Graduate student socialization is a critical area of research, given its profound implications for future career trajectories of students and the overall quality of graduate programs. This study

integrates the graduate student socialization framework with self-formation theory to examine Chinese graduate students' academic socialization process. Drawing from a quantitative analysis of 19,478 graduate students and a subsequent qualitative analysis of 23 participants, the findings reveal that students' perceptions of the learning environment are positively associated with their learning outcomes, with student engagement mediating this relationship. Additionally, graduate students demonstrate reflexive agency, navigating their interactions with contextual factors to construct a multiple-coded self—a synthesis of their inner self and social self shaped by interpersonal, disciplinary, institutional, and societal systems. The study concludes by offering practical implications for higher education institutions and graduate programs to facilitate graduate students' academic socialization.

Hart, B. (2026). **What does it mean to widen participation? a machine learning analysis of historical and contemporary access discourses**. *Higher Education*, 92(4), 2099-2125. https://doi.org/10.1007/s10734-025-01612-y
Diversifying the demographic makeup of higher education institutions remains at the forefront of both government and university policy agendas. This paper examines the evolving discursive landscape of Widening Participation (WP) in the English higher education system through a machine learning analysis of institutional texts. Drawing on a novel dataset produced for this research entitled the Access Corpus, which is comprised of twenty years of Access Agreements and Access and Participation Plans, this paper applies machine learning tools to explore discursive shifts that have taken place in the domain of WP. Topic Modelling shows that both conceptual understandings of key terms and the focus of widening participation discourses have been transformed over the past twenty years as discourses have moved towards marketisation, and regulatory compliance. Importantly these shifts are not felt equally across the sector, statistical analysis indicates that high-status institutions display greater autonomy in their responses to regulatory policies and thus a more stable discourse over time. This paper's empirical findings are situated within a broader theoretical understanding of discourse which emphasises its inherently untethered nature, where meanings are constituted and reconstituted through use over time; aligning with Ball's 'policy as discourse' framework. Thus, 'widening participation' is neither fixed nor stable, but instead continually re-understood through institutional responses to shifting political, economic, and regulatory circumstances. This paper provides both methodological innovations through its use of topic modelling and a critical examination of how widening participation is constructed by higher education institutions over time.

Hermanowicz, J. C., & Lei, M.-K. (2026). **Race and Measurement of Publication Productivity Using Sociology as a Case**. *Innovative Higher Education*, *51*(5), 1879-1899. https://doi.org/10.1007/s10755-025-09832-x
Despite a long-standing interest in the sociology of science for how "particularistic" factors condition careers, work on the measurement of publication productivity in higher education has neglected the subject of race. We take initial steps to address this void. Using the field of sociology as a case, we analyze data from 528 academic vitas to examine how race may be configured in differences in publication productivity. Whereas prior work on publication productivity has adopted a natural science model that focuses on articles as the genre of output, we incorporate measures that account for both articles and books, which are institutionalized in fields throughout the humanities and social sciences. The focus on a field allows a view of intricate productivity dynamics in which race inheres: variation in publication productivity by race is nested in the methodological orientation—linked to publication genre—in which academics produce their

work. We suggest two mechanisms, personnel decision-making and socialization, as possible ways to mitigate these differences. Using the concept of field consensus, we discuss how findings generated from this study may apply to other fields. The article represents an advance in how to account for between- and within-field variation in publication productivity in science and scholarship.

Hernandez-Fernandez, J., Razo, A., & Zúñiga-Herrera, M. (2026). **Navigating Gender in Dual Education: Comparative Insights Into Access, Learning, and School-to-Work Transitions**. *International Journal of Training and Development*, *30*(4), 347-359. https://doi.org/10.1111/ijtd.70027
This article compares gender disparities in access, learning outcomes, and school-to-work transitions (STWT) among dual Vocational Education and Training (dVET) apprentices in Mexico. Drawing on data from a longitudinal research project, the study includes in-depth interviews with 60 apprentices, conducted at the start of dVET and after graduation. The qualitative analysis compares apprentices' opportunities by gender and field of study, distinguishing between traditionally male- or female-dominated areas. The findings reveal significant gender differences in access to dVET highlighting the critical roles played by family and teacher support, as well as peer information. Additionally, the analysis indicates that female apprentices in male-dominated fields face disadvantages with gender-related stereotypes persisting in both educational and workplace environments. Moreover, STWT results suggest that male apprentices experienced greater advantages in fulfilling their expectations. Our results contribute to the broader discussions on gender, equality, and inclusion within comparative dVET studies, emphasizing the need for targeted interventions.

Ingram, R., & Ainscow, M. (2026). **Three decades on from Salamanca: it's time to think differently about inclusive education**. *International Journal of Inclusive Education*, *30*(13), 3977-3992. https://doi.org/10.1080/13603116.2025.2594156
31 years ago, UNESCO's Salamanca Statement called for the inclusion of all children and young people in mainstream schools, and an end to segregated learning. While much progress has been made over the last three decades, particularly in the areas of international policy and agreements, hundreds of millions of children are still denied access to quality education. This article calls for a change in the discourse around inclusive education and a rethink in how education systems are designed at a fundamental level. Currently, discourse in inclusive education is predominantly centred around a deficit model of inclusion. While it is important to provide specialist support for marginalised groups, we argue that radical education system redesign is urgently needed if we are to meaningfully include all students. Above all, rather than viewing inclusive education as a commitment or a noble cause, we should instead see it as an opportunity to improve learning for all students, to create more accepting societies, and to tackle the global challenges of our time. Through such a shift in thinking, we hope for an increased focus on the benefits of inclusive education from all stakeholders, including governments, researchers, teachers, and parents.

Jia, X., Li, P., Li, W., & Wang, G. (2026). **Bidirectional Relationship Between Family and School Interpersonal Relationships and Internalizing Problems Among Chinese High School Students**. *Journal of Youth and Adolescence*, *55*(11), 2858-2869. https://doi.org/10.1007/s10964-026-02420-y

Although adolescents' interpersonal relationships and internalizing problems may shape one another over time, previous work has rarely considered multiple family and school relationships together while testing whether broad prospective associations also reflect changes within adolescents over time. This study investigated bidirectional associations between internalizing problems and adolescents' relationships with mothers, fathers, teachers, and peers. The sample comprised 3,837 Grade 10 students from two Chinese high schools (Mage = 15.40 years, SD = 0.61; 52% female at baseline) who were assessed annually across three waves. A traditional cross-lagged panel model (CLPM) showed broad prospective associations, with internalizing problems predicting poorer subsequent relationship quality across all four domains and mother-child, father-child, and teacher-student relationship quality predicting lower subsequent internalizing problems. A random-intercept cross-lagged panel model (RI-CLPM) showed negative between-person associations across domains, whereas reciprocal within-person associations emerged only between teacher-student relationship quality and internalizing problems. These findings indicate that reciprocal processes in adolescent adjustment vary across relational contexts and levels of analysis, highlighting teacher-student relationships as an important school-based context for adolescent mental health.

Jiafu, Y., Ruixi, Y., & Qi, D. (2026). **Artistic expression in contemporary culture responds to historical power structures and encourages inclusive representation**. *International Journal of Inclusive Education*, *30*(13), 4132-4163. https://doi.org/10.1080/13603116.2026.2621348
This study investigates the interaction between historical power dynamics and contemporary visual culture. The study obtained the quantitative data through a questionnaire from 473 participants, whereas interviews were used to collect the qualitative data with 56 participants by following the purposive sampling technique. NVivo was used to evaluate qualitative data, and SPSS (version 26) was used to examine quantitative data. Regression results indicated that historical power dynamics significantly predict thematic content ($\beta = 0.585$, $p < 0.05$), marginalised artists' critique ($\beta = 0.698$, $p < 0.01$) and equitable evolution ($\beta = 0.756$, $p < 0.01$). Structural model analysis further confirmed these relationships ($\beta = 0.503–0.653$, $p < 0.05$). ANOVA results revealed significant variations in perceptions across age and occupation groups. Qualitative findings complemented these outcomes, showing that contemporary artists reinterpret historical events, challenge power hierarchies and amplify marginalised voices through their art. The study's novelty lies in the evolution of how historical power dynamics shaped the thematic content of contemporary art and contemporary artist participation to break the barriers in the past. This study reveals how historical power dynamics continue to shape contemporary visual culture, influencing artistic expression, audience interpretation and the struggle for inclusivity and representation.

Jnawali, H., & Karki, K. K. (2026). **Decolonization of Academic Practices in Canadian Universities: Non-Indigenous Students as Allies**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.16432
Non-Indigenous graduate students can play an important role in decolonizing academic practices, thereby supporting post-secondary institutions' efforts to Indigenize learning in Canada. Preparing non-Indigenous students to unlearn colonizing practices and obtaining their proactive contribution, therefore, remains an urgent task. Against this background, the following interrelated questions have been examined: how do non-Indigenous graduate students understand the meaning and purpose of Indigenization of learning? How do current academic strategies prepare non-Indigenous students to participate in decolonizing practices? An online

survey with 10 questions was administered among non-Indigenous graduate students at a research-intensive university in Southwestern Ontario. A total of 42 students participated in the survey. The data were thematically analyzed in three major areas, including a) content, b) teaching method, and c) participation in community-based practices. The findings demonstrated some significant improvements in the non-Indigenous students' knowledge of Indigenous communities, traditions, and histories. However, improvements in the areas of teaching and community relations were minimal. The non-Indigenous students lacked practical exposure to Indigenous knowledge-sharing methods, nor were they seen participating in community-based activities.

Jones, E. S., Skiles, J. D., Lebioda, K. R., Cummings, K. M., & DesJardins, S. L. (2026). **Complicating Education Geographies: Examining the Relationship Between Postsecondary Transfer Landscapes and Student Outcomes**. *The Journal of Higher Education*, *97*(7), 1223-1250. https://doi.org/10.1080/00221546.2025.2558445
This study employs descriptive and logistic regression analyses to explore how geography influences access to baccalaureate education via vertical transfer in Michigan. We build on prior literature examining the relationship between college proximity and transfer behavior by focusing on the types of nearby four-year institutions in terms of their graduation rate for transfer students. Our results indicate an inequitable distribution of institutions based on transfer graduation rates that particularly affects groups of students marginalized in higher education (e.g., Black and low-income students). While the type of institutions available nearby did not significantly impact the likelihood of vertical transfer, it had a substantial effect on the type of institutions to which students transferred. Those living closer to low transfer graduation rate institutions (LTGRIs) were less likely to transfer to high transfer graduation rate institutions (HTGRIs) than those living near predominantly HTGRIs. The findings suggest the need for policies aimed at improving the accessibility of HTGRIs to marginalized communities and supporting LTGRIs with the necessary resources to enhance student success rates, thereby addressing higher education stratification.

Jones, V. A., Briscoe, K. L., & Guess, A. (2025). **Contextualizing the Discourse in Anti-CRT Legislation through Faculty Counterstories**. *Innovative Higher Education*. https://doi.org/10.1007/s10755-025-09822-z
In recent years, critical race theory (CRT) has become as a catchphrase for race, identity, and diversity, resulting in legislation across states through which lawmakers have labeled it as divisive. Despite the misalignment of CRT rhetoric with the richness of the theory in understanding inequity through race and racism, faculty still face threats and are challenged on their expertise in various academic settings because of this social context. The counterstories of faculty who employ CRT can aid in making meaning of the discursive strategies within anti-CRT legislation, as they have first-hand knowledge of the effects of anti-CRT rhetoric. Therefore, through this paper we sought to contextualize the discourse within anti-CRT legislation through the lens of faculty who utilize the theory in their teaching and research. Using van Dijk's (2016) sociocognitive approach to critical discourse analysis (CDA), we examine the interplay between discourse, society, and cognition within 66 anti-CRT legal documents across 42 states. We then used faculty counterstories as context to evaluate the contrast of their racialized realities against the educational values presented in anti-CRT legislation. In our findings, our participants elaborated on misrepresentations of CRT that are rooted in racial ignorance and backlash to racial progress. They also critiqued legislation as a means to erase critical perspectives from the curriculum, resulting in self-censorship the requires individuals to form strategies of resistance. Our work offers

implications for policy and practice that challenge organizations to critically examine racialized discourse, as anti-CRT legislation serves as the catalyst for threats to critical thought.

Kaiyatsa, S. (2026). **Are there gender differential effects of rainfall shocks on schooling outcomes? Evidence from Malawi**. *Education Economics*, *0*(0), 1-19. https://doi.org/10.1080/09645292.2026.2758681
Eliminating gender inequality in schooling remains a challenge in most developing countries. This study examines the extent to which rainfall shocks differentially affect schooling outcomes among boys and girls using three waves of panel data for Malawi. We find gender heterogeneity for share of expenditure on education and school progression, but not so for school attendance. Although rainfall shocks have contrasting age-specific effects among boys, there are no age-specific differential effects of rainfall shocks on school attendance and progression by gender. These findings have implications for education policy in other countries that are aiming at eliminating gender inequality in schooling.

Lambolez, M. (2026). **Se construire en tant que jeune non-blanc·he en France : à l'école et dans la culture, entre stéréotypes et exceptions « inspirantes »**. *Cahiers de la LCD*, *22*(1), 79-87. Consulté à l'adresse https://shs.cairn.info/revue-cahiers-de-la-lcd-lutte-contre-les-discriminations-2026-1-page-79
Cet article analyse la manière dont les jeunes perçu·es comme non-blanc·hes en France se construisent entre deux espaces de socialisation centraux : l'école et la culture médiatique. Les données mobilisées proviennent d'une enquête ethnographique dans trois collèges publics et de l'étude d'objets culturels adolescents (musique, livres, séries, films). L'article montre comment l'école peut (re)produire des assignations racialisées implicites, tandis que les œuvres culturelles valorisent des exceptions inspirantes qui réduisent la diversité des expériences minoritaires. Articuler ces deux régimes de représentation révèle une tension structurante pour les adolescent·es racisé·es : éviter les stéréotypes négatifs tout en étant incité·es à incarner des modèles d'exemplarité eux-mêmes stéréotypés.

Lange, A. C., & Linley, J. (2026). **Advancing a Model of Self-Definition for Transgender College Students**. *The Journal of Higher Education*, *97*(7), 1251-1275. https://doi.org/10.1080/00221546.2025.2560749
Student development theory continues to serve as an empirical guide to structuring programs, curriculum, and interventions that can help students grow and thrive while enrolled in college. While earlier scholars examined development through singular dimensions, researchers and practitioners have called for integrative theories that account for students' multi-dimensional development, particularly for students excluded from earlier theories. We took up the call to examine integrative development specifically for transgender students through two research questions. First, what are the important dimensions of transgender college students' development? Second, given these dimensions, how do transgender college students develop while in college? To answer these questions, we used constructivist grounded theory. Using 5 years' worth of data from a longitudinal qualitative study, we found two important dimensions of transgender college students' development (interpersonal and intrapersonal) and three patterns of growth (conforming to external definitions, recognizing the limitations of externally imposed definitions, and embracing self-definition) within those dimensions during participants' college enrollment. As administrators continue to recognize the existing diversity of student communities

in college and university enrollments, our findings provide higher education staff and faculty with guidance on promoting the learning and development of transgender students.

Lejeune, M., Verhoeven, M., Reuchamps, M., Haverlant, I., Bottin, J., Uyttendaele, L., … Baudoin, N. (2026). **La démocratie scolaire : participation, gouvernance, compétences**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4283* [Report]. Consulté à l'adresse https://oejaj.cfwb.be/fileadmin/sites/enavant/uploads/images/pages_internes/DS_Rapport-final_UCLouvain.pdf
Cette recherche a été conçue et suivie en collaboration avec le chantier 16 du Pacte pour un Enseignement d'excellence. Elle s'inscrit dans la continuité des travaux de l'Observatoire portant sur la participation des enfants et des jeunes, avec une attention ici dédiée au contexte scolaire. Lors du dernier examen auprès du Comité des droits de l'enfant de l'ONU (en 2019), celui-ci recommandait à la Belgique de « faire en sorte que les enfants à l'école aient suffisamment d'occasions d'exprimer leur opinion et que cette opinion soit prise au sérieux » Objectif La recherche poursuit un double objectif. D'une part, elle vise à mieux comprendre comment la démocratie scolaire est concrètement pensée, organisée et vécue au sein des établissements. D'autre part, elle analyse les processus de changements à l'œuvre en matière de démocratie scolaire. In fine, elle vise à fournir des clés de compréhension et des pistes d'action pour soutenir les écoles dans la mise en place de telles initiatives. Méthode Une méthodologie qualitative a été développée. Des études de cas (entretiens auprès des directions, équipes éducatives et élèves, et observation de dispositifs participatifs) ont été menées dans 10 écoles, aux profils diversifiés. Afin d'élargir l'analyse autour de premiers résultats, trois focus groups complémentaires ont été réalisés. Résultat Un des apports de la recherche consiste en la création d'une typologie : quatre « clusters » d'écoles sont distingués pour rendre compte de différents degrés d'implémentation de dispositifs participatifs et d'une culture participative au sein des écoles, et pour analyser les dynamiques de passage d'une configuration à une autre. Cette typologie n'a pas de visée évaluative ou prescriptive. Elle a pour objectif d'accompagner les écoles : en leur permettant de se situer, en mettant en exergue les défis relatifs aux différents clusters, en identifiant les leviers et processus permettant de consolider, pérenniser et développer les pratiques de démocratie scolaire. Plusieurs tensions transversales sont également analysées et permettent d'identifier des dimensions vis-à-vis desquelles les écoles doivent construire un équilibre : par exemple, entre participation des élèves et encadrement des adultes ; ou encore, sur les niveaux de participation visés, entre information, consultation et codécision.

Lembagusala Kikumbi, A. (2026). ***L'éducation des filles dans les écoles secondaires catholiques en République démocratique du Congo***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-education-des-filles-dans-les-ecoles-secondaires-catholiques-en-republique-democratique-du-congo/86806
Cet ouvrage étudie l'évolution de l'éducation des filles dans le diocèse de Kikwit, en République Démocratique du Congo, entre 1960 et 1997, de l'indépendance à la fin de la Deuxième République. Il s'inscrit dans une volonté de combler le manque de recherches consacrées à l'enseignement féminin dans le contexte postcolonial congolais. À travers l'analyse des écoles secondaires de filles, l'ouvrage met en évidence les difficultés rencontrées par les élèves, dues à la fois aux pesanteurs des traditions et aux bouleversements politiques et sociaux de l'après-indépendance. Une attention particulière est accordée au rôle des congrégations religieuses féminines dans la mise en œuvre et le développement de l'enseignement. Fondée sur un corpus

varié comprenant archives institutionnelles et religieuses, entretiens et témoignages d'anciens élèves et enseignants, cette recherche propose une lecture historique et socio-éducative des pratiques scolaires et de la vie quotidienne en classe. En articulant politiques éducatives, culture scolaire et réalités de terrain, Annette Lembagusala Kikumbi éclaire les dynamiques de l'émancipation féminine par l'école et ouvre de nouvelles pistes de réflexion sur l'éducation en Afrique centrale.

Lemieux, C. (2026, novembre 15). **Ce que nous laisse Passeron**. Consulté 16 novembre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/11/15/ce-que-nous-laisse-passeron/
Mort fin octobre à presque 96 ans, Jean-Claude Passeron fut l'un des artisans de la renaissance de la sociologie française au seuil des années 1960. Des Héritiers au Raisonnement sociologique, en passant par Le Métier de sociologue, il n'a cessé de lier deux questions : qu'est-ce que la sociologie, et comment la pratiquer ? Une œuvre à relire à l'aune de trois exigences – l'enquête, la dénaturalisation, le holisme –, et qui vaut autant par les objections qu'elle suscite que par l'adhésion qu'elle emporte.

Levin, E., & O'Donnell, O. (2026). **The Attitudes of First Year Health Students towards Indigenous People and Engaging in Mandatory Indigenous Courses**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.17041
The purpose of this research was to explore undergraduate students' attitudes towards Indigenous People, Indigenous health care, and how students feel about having to engage in mandatory Indigenous course content. Studies have demonstrated that taking courses with Indigenous content improves cultural competency, thereby improving the overall health outcomes of Indigenous people (Stansfield & Browne, 2012). The exploration of student attitudes toward mandatory Indigenous content is a novel area of study. Health students were interviewed using a semi-structured interview guide. Data was processed using thematic analysis. Student attitudes towards Indigenous people could inform how students feel about engaging in mandatory Indigenous courses. Results support that students overwhelmingly endorsed the implementation of mandatory Indigenous content. It was also found that although students currently feel comfortable working with Indigenous people, they recognize potential health barriers and agree that culturally competent health care can ease some of the health care issues faced by Indigenous people.

Li, Y. (2026). **Globalisation, media hegemony, and political power: a study on the cross-cultural impacts of global media systems**. *International Journal of Inclusive Education*, *30*(13), 4267-4296. https://doi.org/10.1080/13603116.2026.2628735
Globalisation and media systems can influence political power, cultural exchange and social cooperation. This study analyses, in a quantitative manner, how global media systems disseminate political power and their impact on intercultural communication and social cooperation. A quantitative research design was conducted through a survey-based interview among 637 participants. Using Statistical Package for Social Sciences (SPSS) 22.0 and Analysis of Moment Structures (AMOS), along with Structural Equation Modelling (SEM), the statistically significant criteria were identified at the $p < 0.05$ and $p < 0.01$ levels. The results indicated the different ways that political power is defined and represented in and by global media, supported by multiple uses. The research indicated that hegemonic discourse allows cross-cultural forms of information sharing and higher levels of cross-cultural knowledge acquired through media

engagement. The novelty involves examining the formation of power hierarchies and cross-cultural discourses within comparable international media systems. It also demonstrated the link between hegemonic discourse and different cultural backgrounds using quantitative tools. Global media encompasses diverse forms of multiculturalism that influence societal norms and reach broad audiences. The importance of intercultural communication includes promoting mutual understanding, tolerance, innovative ideas and social values among different cultures.

Liera, R., Rodgers, A. J., & Villarreal, C. D. (2026). **Diversity Ideologies and Racial Commodification: Navigating Reappointment, Tenure, and Promotion as Early Career Faculty of Color Amid Organizational DEI Co-optation**. *Innovative Higher Education*, *51*(5), 2287-2310. https://doi.org/10.1007/s10755-026-09892-7

In response to public incidents of police brutality and the rise of the Black Lives Matter movement, leaders at Historically White Research Universities (HWRUs) began publicizing their investments in racial equity as recently as 2020. These investments, however, often lacked the infrastructure necessary for substantive, systemic change. One prominent area of resource allocation was the recruitment and hiring of faculty with expertise and experience in diversity, equity, and inclusion (DEI). We examined how early-career tenure-track (ECTT) faculty of color interpreted their HWRUs' framing of diversity concerning their reappointment, tenure, and promotion preparation. Using the sociological framework of diversity ideology, we analyzed longitudinal focus group data from eight ECTT faculty of color who entered academia during a period when race was positioned as a desirable commodity. Drawing on data tracing participants' experiences with recruitment, hiring, onboarding, and advancement over their first two academic years at HWRUs, we found that these faculty recognized race as being "in vogue" but did not expect their organizations to possess the infrastructure to support meaningful racial equity efforts. While they anticipated surface-level DEI commitments, they encountered tensions between their own scholarly values and the types of impact their institutions expected them to make. Participants described vague tenure and promotion criteria as disempowering, enabling department chairs, deans, and senior leaders to exercise discretion to control faculty who challenged the status quo of whiteness. We offer recommendations for faculty and institutional leaders to disrupt the commodification and exploitation of ECTT faculty of color.

Malcolm, B., Vickery, M., Lopez, J. L.-S., Siciliano, L., Simon, S., Xing, G. Y., … Bae, Y. (2026). **Fostering educational intimacy: ILSSA intergenerational partnerships for purposeful community building**. *Proceedings of the 20th International Conference of the Learning Sciences - ICLS 2026*, 2425-2437. https://doi.org/10.22318/icls2026.616409

The International Learning Sciences Student Association (ILSSA) is the official committee of the International Society of the Learning Sciences (ISLS) for student and recent graduate scholars within the learning sciences community. We explore the importance of partnership and building community as ILSSA's intergenerational leadership works toward a more just and equitable communal infrastructure. We write together to explore two questions: what does community mean to ILSSA, and how do we support that in ways that are equitable and just? We draw on our positionalities, definitions of community, and duoethnographic discussions of our past, present, and future initiatives using Uttamchandani's (2020) educational intimacy as our theoretical lens. We position this work as our strategy toward creating more partnerships within the ILSSA board; connections with the communities we represent; embracing the political as inherent to learning processes; and establishing relational scholarly continuity for ILSSA.

Mapp, T., Vostanis, A., & Barnoux, M.-F. (2026). **Bridging the gap: Evaluating the divide between legal obligations, policy and practice in adult prison education in England**. *International Review of Education*, *72*(5), 949-981. https://doi.org/10.1007/s11159-025-10227-5
With legal rights to prison education for adults well-established under domestic and international standards, this narrative review explores the historical and contemporary policy frameworks and legal obligations guiding provision in public prisons in England. Addressing an international readership of practitioners, academics and policymakers, it scrutinises the implementation and delivery of prison education following years of government and parliamentary reviews reporting poor outcomes. It draws on publicly available documents to identify key issues, including chronic under-resourcing, insufficient digital infrastructure, inadequate systems for identifying and monitoring learning needs, poor basic skills outcomes and insufficient support for prisoners with additional educational needs and learning disabilities. The analysis reveals persistent access inequalities compared to community further education, deficits in legal entitlements and systemic challenges faced by education providers and prison governors. It notes that difficulties in enacting effective change are compounded by limited empirical research exploring the mechanisms and conditions that enable meaningful learning outcomes. A case for reform is presented, advocating for a holistic approach that aligns with international guidance on values-based approaches to prison education, and elevating the value of education as fundamental to the prison regime.

OECD. (2026). ***Spending Better for Children through Social Policy***. https://doi.org/10.1787/1d6fb668-en
Spending better for children is a social imperative and a smart economic choice. Children growing up in poverty or disadvantage face poorer health, educational and labour-market outcomes over the life course, with costs for individuals and society that may add to existing pressures on public finances. The policy challenge is not simply how much to spend, but how to allocate and design social spending to improve child well-being while supporting fiscal sustainability. Using a value-for-money framework, this report examines how the level, allocation and design of social spending affect child poverty, material deprivation, educational achievement and health, while considering implications for long-term social expenditure. It highlights the importance of coherent policy mixes rather than individual interventions. Employment-oriented policies, including Early Childhood Education and Care (ECEC), work-family reconciliation measures and Active Labour Market Policies (ALMPs), can strengthen family incomes and support children's development. Adequate and predictable income support remains essential, appearing particularly valuable when combined with accessible health, housing, education and childcare services that address broader sources of disadvantage. Sustained support throughout childhood is also important, from early intervention to continued investment in middle childhood and adolescence. Overall, better value for money comes from policy packages combining effectiveness, equity and fiscal sustainability.

O'Laughlin, C. (2026). **"Like There's an Asterisk Next to My Name … in a Place Designed to Weed Me Out:" Autistic Students Evaluate College Belonging**. *The Journal of Higher Education*, *97*(7), 1197-1222. https://doi.org/10.1080/00221546.2025.2557155
This study examines how autistic college students evaluate their sense of belonging within postsecondary institutions shaped by ableist structures and practices. Grounded in critical autism studies and socio-political theories of belonging, the author uses narrative analysis to analyze stories from a larger narrative inquiry on autistic college student persistence. The experiences of

eight autistic students reveal that institutional policies, social interactions, and sensory environments significantly influence their evaluations of belonging. The findings center around three critical questions these students ask: "Can I see myself here?," "Can I be myself?," and "Am I appreciated or merely accommodated?" These questions highlight the tension between the students" desire for authenticity and the pressure to conform within environments not designed for neurodivergent needs. The study argues that autistic students" challenges with belonging stem not from individual deficits but from systemic barriers and cultural assumptions. It calls for higher education institutions to move beyond compliance-driven accommodations toward genuinely inclusive practices, advocating for systemic change that respects autistic and neurodivergent ways of knowing, being, and interacting in the world.

Pasque, P. A., & Ramirez, J. E. (2026). **Critical Advocacy Methodology: Operationalizing A Paradigm for Researchers and Practitioner-Scholars in Higher Education**. *Innovative Higher Education*, *51*(5), 2047-2068. https://doi.org/10.1007/s10755-025-09863-4
Scholars and practitioners often want to take up equity-minded approaches to research, assessment, and/or evaluation, and many paradigmatic approaches have been provided over the years, yet their congruent methodologies and methods are not always clearly described. This manuscript introduces Critical Advocacy Methodology (CAM) to assist researchers and practitioner-scholars in operationalizing this approach throughout a qualitative research design. CAM is an innovative methodology centered in Critical Advocacy Inquiry, a paradigmatic approach that sits at the nexus of critical, transformative, and participatory paradigms. CAI reminds equity-minded researchers to unapologetically interrogate concepts of power and expose existing inequities as they work toward making concreate change in higher education and beyond. This manuscript offers researchers innovative CAM tools to utilize – and enhance – their own studies. Specifically, we offer CAM methods for collection, tools for analysis, and concepts for strengthening trustworthiness in ways that support the quality or rigor of a study. Participants as co-researchers, co-conspirators, or collaborators are valued throughout the transformative process.

Pedraza, C. A. A., & Snow, N. R. (2026). **"Do What You Love": An Exploration of Asian, Asian American, and Pacific Islander Perceptions of Success and the Pursuit of Higher Education**. *Innovative Higher Education*, *51*(4), 1619-1648. https://doi.org/10.1007/s10755-026-09907-3
Asians in the U.S. are often associated with achieving the American Dream. This perception is frequently reinforced by reports highlighting their overrepresentation in postsecondary education and other indicators of success, contributing to the model minority myth (MMM). The MMM marginalizes their experiences with racism in postsecondary education and has also been used to challenge affirmative action policies. This paper presents findings from a broader qualitative study that explored how Asians and Asian Americans (AAA) and Pacific Islanders (PI) define success in their lives. The analysis revealed that family played a significant role in how participants understood the value and purpose of postsecondary education. Participants described the value of postsecondary education through narratives of hope and generational sacrifice. These stories shaped how they understood education and reflected expectations communicated by family members and mentors. Participants also described generational differences in how education was valued. Those recalling conversations with immigrant parents or grandparents described college as a path to upward mobility and stable white-collar employment while those from later generations more often recalled being encouraged to "do what they love" in their academic and professional pursuits. This paper contributes to discussions about the purpose and

value of postsecondary education by examining how generational perspectives shape AAA and PI experiences. The findings reveal the complexity of how success and education are understood. They challenge the model minority narrative and illustrate how postsecondary education serves different aspirations across generations.

Poirier, N., Fournier, A., & Rivières-Pigeon, C. des. (2026). **Étude exploratoire des pratiques de personnes enseignantes du secondaire favorisant l'inclusion d'élèves qui présentent un trouble du spectre de l'autisme en classe ordinaire**. *Revue hybride de l'éducation*, *10*(4), 1-39. https://doi.org/10.1522/rhe.v10i4.2005
Cette étude a pour but de documenter les pratiques de personnes enseignantes du secondaire qui accueillent des élèves présentant un trouble du spectre de l'autisme (TSA) dans leur classe ordinaire. Elle se base sur une analyse qualitative du contenu de deux groupes de discussion asynchrones s'étant déroulés par écrit sur la plateforme Facebook dans le cadre d'une étude de plus grande envergure. Les données indiquent que les personnes enseignantes utilisent trois types de pratiques enseignantes, soit les pratiques évaluatives, les pratiques de gestion de classe et les pratiques collaboratives.

Polo, C. (2026). **Le conflit socio-cognitivo-affectif au coeur de l'apprentissage : un modèle fondé sur lacognition 4E pour renouveler l'analyse des dialogues éducatifs**. *Intellectica - La revue de l'Association pour la Recherche sur les sciences de la Cognition (ARCo)*, *1*(84), 325-352. Consulté à l'adresse https://hal.science/hal-05775439
The two successive social, then affective turns renewed education research and practice, claiming for better taking into account these aspects of leaning processes. In particular, interdisciplinary literature pinpoints that dialogic approaches based on socio-cognitive conflict and argumentation would benefit from viewing learning as a process as much social and affective as cognitive. Still, scarce empirical studies truly integrate these three dimensions of learning, possibly due to a lack of theoretical and methodological framework. Indeed, research on the socio-cognitive conflict evolved in order to encompass non-developmental approaches and to account for socio-affective aspects. But there was no concept update on the theoretical plane allowing for a clear understanding of the role of socio-affective dimensions in the studied processes. In such a context, the ghost of the Cartesian dualism opposing reason to emotion and the mind to the matter still prevails in the analysis of educational dialogues. To overcome such dualism, this paper presents a model to shift from the socio-cognitive to the socio-cognitive-affective conflict, on the basis of the recent 4E approaches to cognition. The third section draws the methodological implications of this model by highlighting three fundamental analytical principles and apply them to an excerpt of recorded authentic dialogue.

Ragnedda, M., Ruiu, M. L., & Awais, M. (2026). **Classifying the classifiers: academic algorithmic symbolic violence and the reproduction of stratification in sociology**. *Theory and Society*, *55*(5), 87. https://doi.org/10.1007/s11186-026-09751-6
This article develops a Bourdieusian theoretical framework for analysing how algorithmic evaluation infrastructures participate in the reproduction of stratification within academic sociology. It argues that contemporary systems of bibliometric assessment, citation tracking, journal ranking, and research evaluation reorganise academic capital through two structurally linked forms: data capital, the accumulated and algorithmically retrievable record of scholarly output, and classificatory capital, the authority to define which outputs, venues, scholars, and institutions count as valuable. Building from these structural conditions, the article theorises

academic algorithmic symbolic violence as the misrecognised reproduction of academic hierarchy through technical systems that present historically unequal trajectories as neutral measures of merit. This mechanism operates through three processes: encoding, whereby prior institutional advantage becomes stored as data; amplification, whereby metric feedback loops compound that advantage; and laundering, whereby evaluative judgments appear as computational outputs rather than social classifications. The article further develops two consequences of this mechanism: frozen habitus, the algorithmic fixation of historically accumulated advantage as present scholarly worth, and restricted epistemology, the narrowing of the discipline's capacity to know through classificatory systems that privilege some forms of visibility, impact, and recognition over others. Drawing on critical bibliometrics, science and technology studies, and Bourdieusian field theory, the article uses published research and a descriptive Scopus illustration of leading sociology journals to ground, but not empirically test, its theoretical claims. Its contribution is therefore conceptual and agenda-setting: it identifies mechanisms through which algorithmic academic stratification may operate, specifies their scope conditions and observable implications, and identifies evidence through which the framework can be empirically tested and potentially challenged.

Rispoli, K. M., Norman, M. Z., Ziegelmayer, L. E., Warren, N., & Batistela, E. (2026). **Evaluating IEP Goals Addressing Social, Emotional, and Behavioral Health in Autistic Middle Schoolers**. *Psychology in the Schools*, *63*(11), 1652-1662. https://doi.org/10.1002/pits.70191
Individualized Education Programs (IEPs) are the mechanism through which students receive special education services in schools. Little is known about the degree to which federal guidelines and science-based recommendations are evident in IEPs for autistic students, particularly those targeting social-emotional and behavioral health in middle school. Given the centrality of social-emotional and behavioral health in shaping academic success, it is critical to understand how these needs are addressed via IEPs. This study examined the quality of IEPs for 50 autistic students enrolled in grades 6 through 8, including how IEP goals related to social-emotional and behavioral health reflected quality standards established in the Individuals with Disabilities Education Act of 2006 and the National Research Council. Of 347 IEP objectives, just under half (42%) targeted social-emotional and behavioral health-related outcomes. Analysis of IEP quality indicated moderate adherence to legal standards and best practice recommendations, with variation across individual indicators of quality. Moreover, findings suggested IEP alignment with best practice recommendations was higher for children experiencing economic adversity. Results highlight opportunities for school psychologists to lead efforts in increasing knowledge and collaboration among school professionals regarding support for social-emotional and behavioral health skill development in autistic students.

Rodriguez-Pomeda, J. (2026). **Gender, merit, and social capital in national accreditation: time to tenure-track promotion in spanish management and organization studies**. *Tertiary Education and Management*, *32*(4), 375-390. https://doi.org/10.1007/s11233-026-09181-0
Women remain underrepresented in senior academic positions despite formal, ostensibly meritocratic promotion systems in many European countries, including Spain. National accreditation by the Spanish quality and accreditation agency (ANECA) is a mandatory gateway for promotion to permanent university positions, yet little is known about whether gender, meritocratic achievements, and social capital shape the time needed to obtain accreditation. This article analyses 751 accreditation processes in the field of Management and Organization Studies, focusing on applications for profesor titular (associate professor) and

catedrático (full professor) positions. The dependent variable is processing duration in days, while predictors capture gender, target rank, scientific merit (h-index), supervisor prestige, and the strength of the co-authorship relationship between applicants and their doctoral supervisors. Robust multiple regression, complemented with polynomial specifications and subgroup models, shows that accreditation decisions are processed slightly faster for applicants to profesor titular (associate professor) than to catedrático (full professor), and for candidates with higher h-indices and more prestigious supervisors. Stronger co-authorship ties to supervisors are associated with longer processing times, and the overall explained variance remains modest. Gender does not significantly predict processing duration once other variables are controlled for, although exploratory subgroup evidence suggests that the association between merit and processing time may differ across gender and rank. The findings nuance existing claims about gendered disadvantage in Mediterranean national accreditation systems, highlighting the limits of using processing time as a proxy for bias and pointing to the need for richer data on success probabilities, committee composition, and informal networking mechanisms.

Saini, R. (2026). **How institutional culture shapes gender-based violence:voices of women students from a large public university in India**. *Higher Education*, *92*(4), 2259-2277. https://doi.org/10.1007/s10734-025-01620-y
Despite the widespread recognition of the role played by an institution's culture in scaffolding gender-based violence (GBV), limited empirical evidence exists on how universities in India shape students' experiences with violence. This article reports findings from a feminist intersectional narrative inquiry that identifies and conceptualizes the institutional cultural characteristics shaping women students' experiences with GBV at a large public university in India. Focus group discussions and narrative interviews conducted with bystanders (n = 50) and victim-survivors (n = 10) over a period of two years revealed how unequal gender norms interacted with rigid intergenerational hierarchies, growing religious extremism, and a culture of silencing and minimizing of violence to exacerbate the harms faced by women students. I employ the lens of cultural violence to argue that these institutional characteristics encompass a form of indirect violence because they contribute to the development of an individual or an institutional consciousness that sees violence as normal or natural or does not see it at all. The article ends by highlighting the need to disrupt age-related and intergenerational hierarchies inside classrooms in India to prevent GBV. It also calls for the increased representation of minoritized students in leadership positions in GBV prevention committees, along with stricter legal and financial consequences for universities that fail to address campus sexual violence.

Shaver, E. L., McHugh, L. C., & Kember, J. (2026). **School-Based Educational Involvement for Families With a History of Parental Incarceration: A Systematic Review**. *Psychology in the Schools*, *63*(11), 1614-1630. https://doi.org/10.1002/pits.70190
An estimated 5.1 million children in the United States have experienced parental incarceration (Annie E. Casey Foundation 2016). Only recently has research begun considering protective factors in mitigating negative school-based outcomes associated with this experience. Parental educational involvement is a critical factor in student outcomes, yet there is a gap in research regarding its role for underrepresented student populations, particularly those affected by parental incarceration. This systematic review addresses this gap by evaluating the nature of school-based educational involvement for families affected by parental incarceration and by investigating the barriers and facilitators to that involvement. Our review of seven studies revealed mixed evidence. We identified key takeaways: parenting and literacy programs have

the potential to facilitate involvement, family narratives are crucial to understanding engagement, and there is a need for further studies that disaggregate between maternal and paternal incarceration. Although studies identified barriers and facilitators, methodological differences and the small number of studies prevented clear, definitive conclusions. The findings highlight the urgent need for future research to adopt consistent terminology and methodology. Implications for school psychologists include employing a strengths-based, family-centered lens that acknowledges the unique challenges and diverse ways families affected by incarceration engage with their children's education.

Shpendi Şirin, T., & Ahmetoğlu, E. (2026). **Play as a pathway to inclusion: preschool children's understandings of difference and social acceptance in Turkey**. *International Journal of Inclusive Education*, *30*(13), 4414-4430. https://doi.org/10.1080/13603116.2026.2638496
This study examined preschool children's social acceptance and attitudes towards peers with special needs, with attention to the influence of gender, inclusive classroom experiences, and having a family member with special needs. An explanatory sequential mixed-methods design was used. In the quantitative phase, data were collected from 79 typically developing children in inclusive preschool settings using the Turkish adaptation of the Acceptance Scale for Kindergarten–Revised (ASK-R), and descriptive and inferential statistics (independent samples t-tests, effect sizes, and 95% confidence intervals) were calculated. In the qualitative phase, semi-structured individual interviews were conducted and analysed through inductive thematic analysis. Quantitative results showed high levels of social acceptance overall, with significantly higher scores among children who had a peer or family member with special needs, and no significant gender differences. Qualitative findings yielded three interconnected themes – Being Friends, Playing Games, and Helping – illustrating children's empathy, cooperative play, and prosocial support. Integrated results demonstrate that early exposure to peers with special needs fosters positive attitudes through everyday social interactions, underscoring the developmental importance of inclusive learning environments. Implications for practice include strengthening teacher preparation for inclusive education, engaging families in awareness-building efforts, and providing structured opportunities for interaction that support children's social acceptance.

Sirry, M., Suyanto, B., Sugihartati, R., Tri Kartono, D., Turhan Yani, M., & Hazin, M. (2026). **Indonesian students' attitudes towards LGBT people**. *International Journal of Inclusive Education*, *30*(13), 4509-4530. https://doi.org/10.1080/13603116.2026.2642970
The purpose of this study is to explore students' attitudes towards lesbian, gay, bisexual, and transgender (LGBT) people in 25 high schools, public and private, across five cities in East Java, Indonesia: Batu, Bondowoso, Lamongan, Nganjuk, and Surabaya. We surveyed 500 students and interviewed 28 students to understand their views of the LGBT community and their rights. Students' approaches to traditional gender roles, as well as their comfortableness interacting with LGBT individuals, were measured. A Pearson's correlation coefficient was used to examine the relationship between their attitudes toward LGBT people, on the one hand, and their religiosity, as well as their comfortableness interacting with LGBT individuals, on the other. The results of the present study showed gender dynamics in such a way that, for instance, female students (compared to male students) tended to be more intolerant toward lesbians than toward gays. We also identified recurring themes emerging from in-depth interviews, including categories students often used to characterise the LGBT community. We conclude that the way students framed LGBT issues resonates with prejudicial tropes commonly labelled against non-

heterosexuals in the public discourse. Schools often serve as a microcosm of the larger community within which schools are located.

Smith, D., Chen, H., & Brewer, M. (2026). ***The Value of Choice*** (Working paper N° 2603). Consulté à l'adresse College of the Holy Cross, Department of Economics website: https://EconPapers.repec.org/RePEc:hcx:wpaper:2603
Following Dobbs v. Jackson Womenâ€™s Health Organization, many U.S. states adopted new abortion restrictions. Using IPEDS data and a difference-in-differences design comparing institutions in states that adopted bans with institutions in states that did not, we examine student enrollment, institutional responses, and faculty hiring. We find do not find evidence of average changes in womenâ€™s shares of undergraduate applicants or entering students. However, declines in womenâ€™s applicant, graduate enrollment,and tenure-track hiring shares are evident at more selective institutions compared to less selective schools,consistent with greater responsiveness among groups with broader choice sets. Evidence of compensating admissions practices or financial aid responses on the institution side is limited. Overall, the clearest changes in gender composition are concentrated in more selective markets.

Sun, Y. (2026). **Unwanted in the homeland? The image of Chinese international students on Chinese social media Zhihu**. *Higher Education*, *92*(4), 2019-2038. https://doi.org/10.1007/s10734-025-01609-7
The COVID-19 pandemic, intensified by rising nationalism, populism, and China's persistent emphasis on meritocracy, has adversely affected public image of Chinese international students (CIS). They not only experience discrimination abroad but alienation at home. Addressing these stigmas requires a critical understanding of popular images of CIS and underlying values. This study adopts the Discourse-Historical Approach to analyse 328 Zhihu comments, exploring how CIS are portrayed on this knowledge-sharing platform popular among well-educated Chinese netizens. The findings reveal an ambivalent attitude towards CIS, and identify several key themes: Mixed group, Victim, Trouble or Degenerate, Socioculturally Isolated, Meritocracy, Nationalism, Populism, Collectivism, and Misogyny. The dual stigma of discrimination abroad and alienation at home places CIS in a liminal social position, where they are denied full acceptance in either context. This marginality can undermine their sense of belonging and well-being, affecting their academic performance and mental health. Notably, both CIS and non-CIS users express ambivalent attitudes and engage with similar thematic framings, suggesting a substantial convergence in their perceptions of CIS. However, subtle differences are also evident: CIS more actively challenge negative stereotypes, emphasise their sociocultural isolation abroad, and portray CIS as cosmopolitans while non-CIS users often reject the victim frame, stigmatise CIS as troublemakers, place them within a meritocratic hierarchy, and assess them through a collectivist lens. The differences reflect elements of in-group favouritism but, more importantly, underscore how overseas education fosters competing worldviews between CIS and other educated Chinese netizens—divergences that may further exacerbate CIS' sense of alienation.

Tzintzun, I., Schwarz, L., Lawrence, A., & Thomas, M. (2026). ***Effects of Extreme Temperature Exposure on Learning*** (Working paper N° 866). https://doi.org/10.22617/WPS260482-2
As temperatures rise, understanding how extreme heat impacts student performance becomes increasingly important. This paper examines how exposure to high temperatures affects student learning and exam performance through cumulative channels. Using administrative records from Cambodia's grade 12 national examination (2014–2023) linked with high-resolution reanalysis

climate data, we estimate the impact of sustained heat during the school year on learning, proxied by exam scores. Our findings reveal that sustained exposure to high temperatures significantly reduces test scores, particularly among students in the social science track. A 1°C increase in average school year temperature lowers social science scores by roughly 0.05 standard deviations, suggesting that heat hampers the accumulation of learning over time. The results underscore that heat affects human capital formation and that adaptation capacity varies across socioeconomic and demographic groups. Students in the science, technology, engineering, and mathematics (STEM) tracks and those accustomed to hotter climates display partial resilience, while female social science track students remain disproportionately exposed. Policy responses can improve classroom infrastructure and scheduling to reduce cumulative heat stress. Understanding these pathways is essential for designing education systems that remain equitable and resilient in a warming world.

Valarcher, M., Oppenchaim, N., & Cohen, V. (2026, novembre 3). **Au lycée, la pénibilité du travail scolaire est source de colère et de souffrance**. https://doi.org/10.64628/AAK.kuktwe3vx
Dénoncée par les lycéens mobilisés, la dégradation des conditions d'études pèse-t-elle sur leur santé ? Une enquête auprès de 7 000 élèves apporte un éclairage sociologique.

Vayer, A. (2026). **Lutter contre les stéréotypes sexistes dans le milieu scolaire : analyse de pratiques avec la toile de l'égalité**. *Cahiers de la LCD*, *22*(1), 99-107. Consulté à l'adresse https://shs.cairn.info/revue-cahiers-de-la-lcd-lutte-contre-les-discriminations-2026-1-page-99
L'analyse proposée ici s'appuie sur des observations et des entretiens effectués auprès de l'association suisse Réussite pour tous·tes qui intervient en milieu scolaire pour lutter contre les stéréotypes sexistes. Dans le cadre de cette recherche, la pédagogie de l'égalité proposée par Isabelle Collet a été utilisée comme outil d'analyse pour évaluer dans quelle mesure ces interventions créent un contexte égalitaire en classe. La pédagogie de l'égalité, issue des pédagogies de conscientisation, propose de créer un contexte éducatif égalitaire, en tenant compte des différentes discriminations. Collet et al. (2024) l'ont modélisée dans la toile de l'égalité, récapitulant les dimensions et sous-dimensions à mettre en pratique pour garantir un contexte égalitaire. Les résultats montent que l'association met en pratique certains principes de la pédagogie de l'égalité comme « inciter à la prise de parole » et « éduquer à l'égalité ». Cependant, il a pu être constaté que les pratiques de l'association conduisaient à renforcer certaines discriminations, comme l'invisibilisation de certains groupes marginalisés. Ces difficultés semblent montrer la nécessité de former adéquatement les intervenantes avant leur arrivée en classe. Elles paraissent aussi signaler l'importance fondamentale d'appliquer de façon systémique les principes de la toile de l'égalité pour ne pas risquer de renforcer les discriminations.

Whitman, K. L., Ruderman, M. A., Harvey, B., Tully, B., Berman, A., & Langley, A. K. (2026). **A Mixed-Methods Study of Students of Color with Foster Care Experience Navigating a Syndemic**. *Innovative Higher Education*, *51*(5), 1933-1961. https://doi.org/10.1007/s10755-025-09829-6
The paper explores how college students of color with foster care experience were uniquely impacted by the intersection of COVID-19 and racial violence, referred to as a syndemic. Using mixed-methods, we surveyed students (n = 194) and conducted student focus groups (n = 20) and individual interviews with staff members (n = 3). Our quantitative findings revealed that students were impacted by identity-based discrimination, mental health concerns, and financial concerns. Our qualitative findings show the depletion of campus resources during the later stages of the syndemic and that students were navigating family disruption and family fragility. Lastly, a

key finding revealed that campus was a safe space, largely because of the advocacy for foster youth by support program staff. This study offers crucial insights that can directly inform policy and shape best practices in higher education to support students of color with foster care experience.

Wolniak, G., & Salisbury, M. (2026). **Reframing Value in Higher Education: Individual Pricing Data and the Transparency Gap**. *Innovative Higher Education*, *51*(4), 1537-1567. https://doi.org/10.1007/s10755-026-09914-4
The study examines existing weaknesses in assessing the economic value of higher education from the perspective of the consumer, rooted in the lack of individualized pricing data. Despite decades of policy efforts aimed at improving tuition transparency, students and researchers remain constrained by publicly available institutional averages and opaque pricing structures that obscure the actual costs paid by individual students. To address this problem, a novel dataset is introduced comprising crowdsourced financial aid award letters and student demographic information, offering a rare and actionable view into real college prices. The paper offers an overview of the historical and conceptual underpinnings of tuition opacity; critiques the limitations in existing public data sources; and presents illustrative empirical insights from a case study of four universities within a single state. By comparing publicly reported prices with actual prices paid, findings reveal that publicly reported pricing metrics often misrepresent the true costs students face, with significant implications for equity, access, and decision-making. The paper calls for a new transparency paradigm that centers students' unique contexts and argues that the absence of individualized pricing data is not merely a technical limitation but a fundamental barrier to evaluating affordability, equity, and return on investment in postsecondary education.

Wong, S. S. H., Stasio, M. D., & Harley, J. M. (2026). **Beyond Safe Spaces: Ecological Insights from Students and Educators in Alberta Gender and Sexuality Alliances**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 123-139. https://doi.org/10.53967/cje-rce.7625
Gender and sexuality alliances (GSAs) are student-led, teacher-supported clubs that promote inclusion and well-being for 2SLGBTQI+ youth in schools. This qualitative study examines how GSAs operate across ecological levels within Alberta's current socio-political climate, drawing on interviews with students, educators, and support staff. Guided by self-determination theory and a socio-ecological framework, the findings show that GSAs can function as micro-ecologies that support autonomy, competence, and relatedness while also reflecting institutional, policy, and socio-political constraints that shape students' experiences in uneven ways. Educators and allied professionals play critical boundary-crossing roles in sustaining GSAs and mediating tensions across student, school, and policy contexts. This study contributes a contextually grounded understanding of GSAs as complex relational spaces that support, but do not uniformly guarantee, student well-being within contested educational environments.

Yan, F., & Jackson, L. (2026). **Teachers and scholars as counterhegemonic intellectuals? Their perspectives on ethnic diversity in textbooks in China**. *Journal of Curriculum Studies*, *58*(5), 803-824. https://doi.org/10.1080/00220272.2025.2531375
Scholarship in critical studies of education often addresses the role of teachers and scholars as 'intellectuals' engaging in counterhegemony. However, this discussion typically focuses on the contexts of formal democracies, overlooking the diversity of power structures in different political and social systems. This research investigates how a group of teachers and scholars evaluate the

representation of minority ethnic groups in textbooks, within the broader context of ethnic politics and knowledge production in an increasingly totalitarian China. The findings indicate that teachers tend to accept official knowledge, which seeks to control and assimilate minority groups, while scholars' critical perspectives are severely constrained by the lack of academic freedom. This research highlights the coercive nature of state control over educators in China, underscoring the limited relevance of prevailing educational theories in authoritarian contexts.

Yang, J.-Y., & Lin, E. S. (2026). **Breaking the cycle: the role of EMI courses in promoting international mobility for disadvantaged students**. *Higher Education*, 92(4), 2127-2153. https://doi.org/10.1007/s10734-025-01613-x
International mobility offers substantial career development benefits, yet the decision to pursue such opportunities is often shaped by an individual's socioeconomic background and abilities. This perpetuates existing inequalities, limiting access for less advantaged individuals. Education has the potential to disrupt this cycle of social reproduction. This study investigates the impact of university curriculum design, specifically the introduction of English as a Medium of Instruction (EMI) courses, on post-graduation international mobility. Our findings indicate that EMI courses significantly enhance the likelihood of international mobility. Furthermore, we uncover heterogeneous effects, showing that EMI courses are particularly effective in encouraging students from lower socioeconomic backgrounds and those with weaker language skills to pursue global opportunities. These results highlight the transformative potential of well-designed curricula in reducing inequality, demonstrating that universities can empower students from disadvantaged backgrounds to alter their future paths through thoughtful educational interventions.

Yazıcı, M. S., Baş, Ş., & Karnas, M. (2026). **Transitioning to Higher Education: A Case Study of an Individual With Autism**. *Psychology in the Schools*, 63(11), 1569-1584. https://doi.org/10.1002/pits.70185
Necessary arrangements should be made to enable university students with autism (the term "autism" is used to refer to the entire autism spectrum in this study) to improve their transition to university. The need for support may be higher in countries like Türkiye, where the number of university students with autism is relatively low, as universities have limited experience with these students. Thus, this study focuses on the transition process of an individual with autism to higher education in Türkiye. It aims to contribute to the transition processes of the student and, accordingly, of future students with autism. In this qualitative case study, data were collected through semi-structured interviews with an individual with autism and members of his close circle during his transition to higher education. The study involved 29 participants: the university student with autism, two family members, eight high school teachers, eight university lecturers, and ten university classmates. These interviews were conducted during the first semester of the individual's first academic year, a critical period in the transition to university. During the research process, it was discovered that there was no transition plan for students with autism at the university where the research was conducted. Therefore, it is concluded that the experience gained by the participants during the university education process with a student with autism is not sufficient alone for his transition to university, which started with uncertainty. Over time, the process led to prejudices and misconceptions, while unrealistically high expectations resulted in disappointment. At the end of the semester, uncertainty remained. In addition, it was found that the absence of a transition plan caused cultural factors to become more dominant. In line with

the research results, based on the transition process of the university student with autism in this study, suggestions that may be useful for future university students with autism are presented.

Yue, Z., Huangfu, H., & Liu, Y. (2026). **The Role of Provincial Disparities of Higher Education Opportunities in Individual Access to Higher Education in China**. *Innovative Higher Education*, *51*(5), 2477-2500. https://doi.org/10.1007/s10755-026-09922-4
Based on the data of Chinese Household Income Project, the role of provincial opportunities for access to higher education and individual opportunities is investigated by building the cross-classified generalized linear mixed models (logit link). The study reveals that provincial opportunities for access to higher education are positively associated with individual opportunities. Moreover, the role of the family background factors, such as type of father's employer and the type of hukou, in individual opportunities for access to higher education are negatively moderated by provincial opportunities; females' advantages in individual opportunities are also positively moderated by provincial opportunities. While individual opportunities are largely pre-structured by the enrollment rate of the individual's province, the government could consider reducing the disparities in annual enrollment rates across provinces. Furthermore, it is recommended that individuals with disadvantaged status be granted equal access to higher education. It is also worth noting women's advantages in general higher education opportunities and their disadvantages in selective institutions.

Climat de l'école

Carpentier, T., Desbiens, N., Carpentier, G., Tardif, C., & Tardif, M. (2026). **L'indiscipline en classe : mise en relation des interventions déclarées et observées chez les personnes enseignantes du primaire**. *Revue hybride de l'éducation*, *10*(4), 1-30. https://doi.org/10.1522/rhe.v10i4.2093
Cette étude examine la relation entre les interventions déclarées et celles observées en gestion de l'indiscipline chez neuf enseignantes du primaire. En croisant un questionnaire d'autoévaluation et des observations captées par robotique mobile, elle révèle un écart marqué : malgré des intentions proactives déclarées, les interventions en classe sont majoritairement réactives (60,47 %) et verbales (62,06 %). La majorité des interventions (74,46 %) cible l'ensemble du groupe-classe plutôt que l'élève perturbateur. Ces constats soulignent l'intérêt d'une méthodologie combinée et offrent des pistes de réflexion pour la formation initiale et continue du personnel enseignant.

Gaudreau, N. (2026). ***Les comportements difficiles en classe: l'essentiel pour intervenir***. Consulté à l'adresse https://puq.ca/catalogue/livres/comportements-difficiles-classe-5426.html
Comment intervenir efficacement lorsqu'un comportement difficile perturbe la classe? Ce guide aide à mieux comprendre les facteurs en jeu et à prévenir les écarts de conduite avant qu'ils ne s'aggravent. Découvrez des stratégies concrètes pour favoriser l'engagement des élèves et instaurer un climat d'apprentissage serein.

Kamionka, J. (2026). **À l'école, les plus jeunes élèves sont plus souvent victimes de violence - Résultats de l'enquête nationale de climat scolaire et de victimation auprès des élèves de CE2-CM1-CM2 en 2024-2025**. *Note d'Information*, (26.46), 1-4. Consulté à l'adresse https://www.education.gouv.fr/depp/l-ecole-les-plus-jeunes-eleves-sont-plus-souvent-victimes-de-violence-resultats-de-l-enquete-506307

En 2024-2025, les atteintes les plus fréquemment déclarées par les écoliers de CE2, CM1 et CM2 sont l'ostracisme (48 % des élèves), les insultes et moqueries (43 %), les bousculades (38 %), les surnoms désagréables (37 %) et les bagarres (37 %).

Lefer Sauvage, G., & Gharib, Y. (2026). **Analyse critique du concept du bien-être en formation à distance, ou comment faire lien et mieux vivre ensemble**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x8
Le bien-être en formation à distance s'inscrit dans la continuité des recherches sur le bien-être subjectif à l'école et, plus largement, sur l'évaluation positive de la vie d'une personne. Issu d'un contexte de crise – celui des confinements liés à la COVID-19 –, ce concept interroge la portée des modèles psychologiques classiques lorsqu'ils sont appliqués à des situations sociales et éducatives extrêmes, tendues et non anticipables.Peu de travaux consacrés au bien-être se réalisent dans les contextes non-européens ou non-occidentaux, alors même que les conceptions du bien-être issues des pays développés ne correspondent pas nécessairement aux réalités et aux besoins quotidiens vécus dans ces contextes. À travers l'analyse de plusieurs recherches scientifiques, menées dans des territoires ayant connu des guerres et des violences sociales importantes, les mécanismes sous-jacents au bien-être seront discutés. Deux dimensions, actuellement impensées dans les modélisations scientifiques, sont principalement mises en valeur : la conception temporelle et la dimension communautaire et collectiviste des façons de penser. Les perspectives suggèrent que le bien-être ne peut être pleinement compris à travers des conceptions individualistes et indépendantes des contextes.

Pierrisnard, C., & Bersihand, F. (2026). **Bien-être et apprentissage à distance : un exemple rusé pour une temporalité divergente assumée**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x6
Cet article explore la relation entre bien-être et temporalité dans les formations à distance (FAD) à travers l'analyse d'un récit autobiographique. S'appuyant sur l'expérience de Françoise, cadre de santé et formatrice ayant suivi un diplôme universitaire professionnel, l'étude examine comment cette apprenante reconfigure les contraintes temporelles rigides d'un dispositif à distance pour construire une temporalité ajustée à ses besoins. Confrontée à des contenus dont elle ne perçoit pas la pertinence, Françoise contourne délibérément la progression pédagogique prescrite, avant de s'engager progressivement dans une réflexion approfondie une fois le sens de l'activité saisi. Ce comportement, d'abord interprété comme résistance, est relu comme une forme de mètis, intelligence pratique et rusée biographiquement enracinée. Le cadre théorique pluridisciplinaire articule « bien-être suffisant », invariants opératoires (Vergnaud, 1985), re-normalisation (Schwartz, 1998), distance transactionnelle (Moore, 1997) et mètis (Détienne et Vernant, 1974/2018). La méthodologie collaborative (récit autobiographique, analyse plurielle et entretien de co-explicitation) associe la professionnelle à toutes les étapes de la recherche. Les résultats montrent que la flexibilité temporelle, conjuguée à une relation pédagogique bienveillante et à la compréhension du sens des apprentissages, constitue une condition fondamentale de l'engagement en FAD.

Wong, S. S. H., Stasio, M. D., & Harley, J. M. (2026). **Beyond Safe Spaces: Ecological Insights from Students and Educators in Alberta Gender and Sexuality Alliances**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 123-139. https://doi.org/10.53967/cje-rce.7625

Gender and sexuality alliances (GSAs) are student-led, teacher-supported clubs that promote inclusion and well-being for 2SLGBTQI+ youth in schools. This qualitative study examines how GSAs operate across ecological levels within Alberta's current socio-political climate, drawing on interviews with students, educators, and support staff. Guided by self-determination theory and a socio-ecological framework, the findings show that GSAs can function as micro-ecologies that support autonomy, competence, and relatedness while also reflecting institutional, policy, and socio-political constraints that shape students' experiences in uneven ways. Educators and allied professionals play critical boundary-crossing roles in sustaining GSAs and mediating tensions across student, school, and policy contexts. This study contributes a contextually grounded understanding of GSAs as complex relational spaces that support, but do not uniformly guarantee, student well-being within contested educational environments.

Évaluation des dispositifs d'éducation-formation

Azimi-Bolourian, M., Fiksenbaum, L., & Saffaran, P. (2026). **Exploring the Impact of the Jigsaw Classroom Activity on Student Collaboration, Academic Performance, Attitude, and Anxiety in a Graduate-Level Statistics Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.21114
Among cooperative learning strategies, the Jigsaw classroom activity is particularly adaptable, working well across diverse age groups and academic disciplines. This strategy is especially relevant in graduate-level statistics courses, which are notoriously difficult and intimidating for non-mathematical students. This qualitative case study explored graduate students' experiences with the Jigsaw classroom activity in a statistics course within a psychology program. Through semi-structured focus group interviews and reflection papers, participants reflected on the effectiveness of the approach and the challenges encountered. Reflexive thematic analysis identified key themes related to the students' perceptions and experiences. Pre- and post-survey results indicated a decrease in students' level of statistical anxiety. The scores on multiple-choice quizzes also demonstrated students' good understanding of the material presented. Overall, results indicated that students perceived the Jigsaw learning activity as effective in enhancing certain elements of statistical literacy, such as collaboration, academic performance, critical skills, and attitudes toward statistics, while also reducing statistical anxiety. Additionally, participants reported increased engagement and confidence in tackling statistical problems. However, challenges such as uneven effort distribution and initial confusion about the activity's structure were noted. Suggestions for addressing these challenges included clearer instructions and better time management.

Brunner, E., Jiang, S., & Ross, S. (2026). ***Can Home Visits Re-Engage Chronically Absent Students? Evidence from the LEAP Program*** (Working paper N° 35961). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35961
Beginning in the summer of 2021, the state of Connecticut launched the Learner Engagement and Attendance Program (LEAP) where home visits by school personnel were conducted with students identified as chronically absent from Connecticut's 15 most disadvantaged school districts. Home visits were designed to connect students and their families directly with teachers to foster strong connections. We use student-level data from 2021–22 through 2023-24 to estimate event studies of the effect of LEAP on student attendance, chronic absenteeism, disciplinary incidents, and student achievement. Utilizing models that address selection into treatment timing

over student observable and unobservable attributes, we find that students who received the LEAP intervention experienced approximately a 4 to 5 percentage point increase in attendance rates, a 13 to 15 percentage point decline in chronic absenteeism, and a 3 to 5 percentage point decline in the number of disciplinary incidents. Notably, initial event studies indicated increasing treatment effects over time, but after correcting for selection on unobservables treatment effects appeared constant over time. These effects were broad based, with similar impacts by gender, race and ethnicity, and free or reduced-price lunch status. These attendance and discipline results provide suggest that the LEAP intervention increased student noncognitive skills.

Frisch, M., Paragot, J.-M., Risch, M., & Allègre, S. (2026). ***Rapport de la recherche action formation et collaborative EDUSANTE dans l'Académie de Poitiers intitulée Médiations humaines, médiations animales et constructions de savoirs (2MCS)***. Consulté à l'adresse Cnam - Conservatoire National des Arts et Métiers [Cnam] website: https://hal.science/hal-05854160
This research is being conducted by the Cérep laboratory, in collaboration with the Poitiers Academy Rectorate and the AM2IDEKI association, as part of health promotion efforts and within the context of the « caring school » initiative. Within the IDEKI network, we are conducting research on « adapted didactic » intersecting with issues of mediation in its various forms, with the aim of fostering renewed forms of educational inclusivity. With a small, multidisciplinary team, we have launched a collective action-research-training project linked to two distinct programs involving mediation. One initiative involves the Analysis of Professional Practices, and the other is an experimental initiative utilizing animal-assisted mediation. The goal was to understand, analyze, and conceptualize educational work and to identify new practices, new forms of knowledge, and inclusive approaches. The aim was to identify the conditions necessary for implementing innovative educational, mediating, and training practices, and to pinpoint the key factors for the success of a support program for teachers, staff, and trainers. We analyzed the work and practices of professionals and their impact on student learning; the transition from forms of mediation to the construction of professional knowledge while maintaining an authentic relationship and taking into account « the Other »-both human and animal; and the possibilities for restoring an environment conducive to learning by developing interpersonal and professional skills.

Johnson, R. C., & Land, A. (2026). **Who Benefits From Universal Prekindergarten? Examining the Complementary Effects of Three California Education Reforms**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4282* [Report]. Consulté à l'adresse https://learningpolicyinstitute.org/product/universal-prek-california-education-reforms-brief
Cette note du Learning Policy Institute présente une étude des effets combinés de trois politiques conduites en Californie entre 2009 et 2019 : le programme préscolaire de l'État (CSPP), la création d'une année préscolaire de transition (transitional kindergarten, TK) par une loi de 2010, et la réforme du financement de l'enseignement primaire et secondaire (LCFF). Les auteurs ont relié les données d'inscription préscolaire aux données scolaires longitudinales de l'ensemble des élèves des écoles publiques californiennes, de la maternelle à la 4e année, pour les cohortes entrées en maternelle de 2011 à 2014 (plus de 1,6 million d'enfants), et combinent plusieurs méthodes quasi expérimentales. Selon l'étude, les cohortes concernées par la loi de 2010 gagnent près d'une année scolaire en lecture et environ deux tiers d'année en mathématiques en 3e et 4e années. Les effets de l'année de transition sont nettement plus marqués pour les enfants de familles à faibles revenus, plus forts encore lorsque ces enfants ont fréquenté le programme préscolaire dès 3 ans, et plus durables dans les écoles mieux financées. Les auteurs

y voient une complémentarité entre investissements précoces et dépenses scolaires ultérieures. Le rapport complet est publié par Getting Down to Facts.

Lane, J. (2026). ***Identification de conditions favorables à l'adoption, la mise à l'échelle et à la pérennisation d'un programme de prévention de l'anxiété en milieux scolaires : l'expérience du programme HORS-PISTE*** [Actions concertées]. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/app/uploads/2026/04/rapport_recherche_julie-lane_progr-hors-piste_2026.pdf

Des programmes de prévention de l'anxiété et de promotion de la santé mentale ont été développés et implantés en milieux scolaires afin de répondre à ces enjeux. Le programme HORS-PISTE fait partie de ceux-ci et est actuellement implanté dans plus de 1 000 écoles, dont 300 écoles secondaires du Québec. Considérant l'important déploiement du volet universel (Exploration) du programme HORS-PISTE offert au secondaire et les effets prometteurs qu'il suscite, la présente recherche vise à évaluer son processus d'implantation de façon rigoureuse afin d'identifier les conditions favorables à l'adoption, la mise à l'échelle et la pérennisation de programmes de prévention de l'anxiété ou de la promotion de la santé mentale en milieux scolaires. Elle vise particulièrement à évaluer les retombées d'implantation (ex. : acceptabilité, faisabilité) et les différents facteurs (ex. : organisationnels, individuels) qui influencent l'implantation selon le point de vue des membres du personnel scolaire, des jeunes et des parents. Les résultats démontrent que le programme présente une forte acceptabilité, pertinence et faisabilité. Les scores de fidélité et de pérennisation sont plus faibles en raison de la flexibilité permise par le programme et du fait que certaines écoles en étaient à leur première année d'implantation. Les résultats permettent de mettre en lumière 17 conditions favorables à l'adoption, la mise à l'échelle et la pérennisation des programmes de prévention et promotion en santé mentale dans les écoles secondaires. De futures recherches sont nécessaires pour évaluer les différentes retombées d'implantation avant, pendant et après la mise en œuvre de tels programmes.

Marraccini, M. E., Gutman, M., Wetherbee, L. A., Jacobs, J. R., Fisher, D. C., Espelage, D. L., … Lanier, P. (2026). **Sources of Strength for School-Based Suicide Prevention: Key Implementation Strategies Based on School Professional Perspectives**. *Psychology in the Schools*, *63*(11), 1549-1568. https://doi.org/10.1002/pits.70184

As concerns for rising rates of youth suicide and suicidal thoughts and behaviors continue to grow, there is a need to prioritize school-based suicide prevention programs. Despite evidence documenting the effectiveness of school-based prevention programs for reducing suicide-related risk in adolescents, schools face numerous barriers to successfully implementing programs with fidelity. Therefore, the present study aimed to identify tailored implementation strategies to increase fidelity and sustainability of school-based suicide prevention programs. We first used focus groups to explore school personnel (N = 16) perspectives on barriers and facilitators of the implementation of Sources of Strength, an evidence-based suicide prevention program. Next, we conducted a co-design session with nine of these participants to identify actionable implementation strategies based on school personnel input. Last, to translate findings into practice, we developed an implementation toolkit to support delivery of Sources of Strength and other upstream suicide prevention programs. Findings inform actionable strategies for ensuring mechanisms for change (e.g., using multiple approaches for identifying Peer Leaders) and sustaining champions (e.g., proactive recruitment of adults into distributed leadership) for

overcoming some of the typical implementation barriers school personnel may face when implementing Sources of Strength or other upstream suicide prevention programs.

McElwain, A., & Su, S. (2026). **Peer-facilitated HMRE programming: A successful approach for emerging adult relationship education**. *Family Relations*, *75*(5), 3771-3780. https://doi.org/10.1111/fare.70228
Objective This study evaluates the effectiveness of a peer-facilitated healthy marriage and relationship education (HMRE) program for emerging adults, examining its impact on participants' knowledge and attitudes toward healthy relationships. Background Peer-led HMRE programs may be particularly effective due to the relatable nature of peer educators who can model healthy relationship behaviors and establish positive social norms. Method Trained peer educators taught an evidence-based HMRE program to similar-aged peers in a workshop series. To conduct the quasi-experimental evaluation study, a total of 304 participants in treatment and comparison groups completed pre- and posttest surveys to evaluate the effectiveness of the peer-facilitated HMRE program. Results When compared with a nonrandom comparison group, peer facilitation significantly improved participants' knowledge of healthy relationships and reduced faulty relationship beliefs. Conclusion A peer-facilitation model of HMRE for emerging adult audiences is an effective practice for promoting healthy attitudes and knowledge about romantic relationships. Implications Peer education is frequently used with health-promoting programs, particularly on university campuses and wellness initiatives. Peer-facilitated HMRE is a promising implementation model that can improve participants' knowledge and attitudes about romantic relationships.

Ngai, C., & LeMahieu, R. (2026). **Implementing and Assessing an Inclusive Introductory Research Program: The OURA Lab**. *Innovative Higher Education*, *51*(5), 2429-2453. https://doi.org/10.1007/s10755-026-09901-9
Extensive evidence links participation in high quality undergraduate research experiences to positive student success metrics (e.g., retention rates) but barriers to entry persist. The Office for Undergraduate Research and Artistry (OURA) at Colorado State University developed a program called the OURA Lab, grounded in culturally relevant pedagogy. The OURA Lab program was designed to address many of the identified barriers, including a flexible schedule, compensation for participation, and scaffolded opportunities for students to connect their personal identities and experiences to research. We collected data to investigate the following two project aims: 1. In what ways does an undergraduate research program that is guided by culturally relevant tenets contribute to growth and development as researchers? And 2. How does an undergraduate research program guided by culturally relevant tenets address barriers to entry for students? We used a mixed methods approach to assess the impact of the OURA Lab on participants (N = 125), including four semesters of data from the Entering Research Learning Assessment (ERLA) survey, focus groups conducted at the end of the semester with current participants, and a survey and focus group implemented with past participants from the OURA Lab. The data indicate that the OURA Lab successfully increased students' research skills, confidence and belonging in lab spaces, and their likelihood of pursuing other research opportunities beyond the OURA Lab (project aim 1) and that the design of the activities and structure guided by culturally relevant pedagogy also reduced the effect of barriers to entry (project aim 2). In this paper, we share how the OURA Lab was guided by culturally relevant pedagogy, the implementation details of the program, our methods of assessment and data, and suggestions for those who are interested in implementing and/or assessing a similar program.

Yahiaoui, K. (2026). ***Le dispositif intégré des instituts thérapeutiques, éducatifs et pédagogiques (DITEP), un leurre d'inclusion ? : l'exemple de la classe externalisée***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/le-dispositif-integre-des-instituts-therapeutiques-educatifs-et-pedagogiques-ditep-un-leurre-d-inclusion/86945
Kamélia Yahiaoui, partant d'une expérience vécue lors de sa formation d'éducatrice spécialisée, étudie et réinterroge la manière de conduire le processus d'inclusion des jeunes dans le cadre du dispositif intégré des instituts thérapeutiques, éducatifs et pédagogiques (DITEP), en classe externalisée au collège. À travers des exemples du quotidien, elle met en lumière les notions de norme, d'ordinaire et de partenariat. Au-delà des pratiques affichées et des injonctions institutionnelles, l'inclusion est pourtant loin d'être vécue comme telle par le public concerné. Cet ouvrage met en évidence les écarts entre les intentions proclamées et la réalité des collégiens venant des instituts thérapeutiques, éducatifs et pédagogiques (ITEP). Selon l'auteure, il s'agit davantage d'un maintien de certaines formes d'exclusion. Elle propose alors des pistes pour ouvrir de nouvelles perspectives aux acteurs de terrain.

Formation continue

Baum, M. (2026). **Tasks as a Link Between Technology Introduction and Continuing Training: Evidence of a Mediating Mechanism in Firms**. *International Journal of Training and Development*, *30*(4), 360-375. https://doi.org/10.1111/ijtd.70029
New technology is changing the skills that employers demand and the tasks that employees perform. Technological change is therefore increasing the need for continuing vocational training. However, little is known about the association between technology introduction, employees' job tasks and continuing training participation in firms. Employees' job tasks may mediate the relationship between technology introduction and continuing training participation. As tasks are distributed unequally among employees, tasks may reinforce inequality in continuing training. This study uses German firm-level data (BIBB Training Panel, n = 1057) to identify such a mediating effect. The results show that the association of technology, tasks and continuing training varies depending on the form of continuing training. Technology introduction does directly affect informal continuing training rates, but not course-based continuing training rates. Nevertheless, technology introduction does increase the frequency of all types of tasks in firms. Moreover, manual tasks have a direct negative effect on the course-based continuing training rates. The results suggest that manual tasks mediate the relationship between technology introduction and course-based continuing training. Also, the results highlight the importance of tasks for reinforcing inequalities in continuing training participation in times of technological change.

Bertrand, L. (2026). **Croiser les méthodologies pour analyser la conception de microcertifications en contexte universitaire**. *Colloque RIFT 2026 - Développer les rapports entre recherche et formation : enjeux, acteurs et méthodes*. Consulté à l'adresse https://hal.science/hal-05741406
La communication propose de rendre compte des méthodologies employées dans l'enquête principale de notre doctorat financé avec le soutien financier de l'État français dans le cadre du plan France 2030 (Digital FCU/ANR-22-CMAS-0019). Effectivement, la recherche présentée ici s'inscrit dans le projet Digital FCU (Formation Continue à l'Université) porté par France Université Numérique (FUN) et regroupant dix-neuf universités françaises dans son consortium. L'ambition

de ce projet recouvre la conception et la commercialisation de microcertifications par les universités du consortium en répondant à un cahier des charges et en impliquant les services universitaires de pédagogie et de formation continue, les enseignant·es-chercheur·euses et le pilotage porté par FUN. Notre thèse s'intéresse au processus de conception des microcertifications (étape précédant la commercialisation puis l'animation de ces dernières) et aux facteurs pouvant l'influencer à plusieurs échelles (facteurs individuels, organisationnels, sociaux, situationnels, instrumentaux...). Lors de cette deuxième année de doctorat, nous réalisons notre récolte de données composée de trois périodes. Le premier temps (premier trimestre 2026) consiste en une période d'immersion dans six universités choisies et de compréhension du déploiement local du projet. Nous nous entretenons avec les personnes qui portent et mettent en œuvre le projet dans les universités. La compréhension du contexte local de ces universités pourra ainsi être saisie et la suite de la démarche de recherche pourrait être présentée. Ensuite, le deuxième temps d'enquête est composé de temps d'observation de réunions de conception et d'entretiens individuels avec ces mêmes acteurs. La méthodologie d'entretien est celle de remise en situation (Leblanc et Chesnais, 2025) à partir des observations réalisées et à partir de traces matérielles apportées par les enquêtés afin de saisir « l'activité au sens de ce que fait le sujet et ce qui « fait sens » pour lui » (Wittorski, 2009, p. 148). Aussi, cette deuxième phase pourrait être répétée deux fois (deuxième et quatrième trimestre 2026) par université pour une approche longitudinale de la conception dans les universités. Ces deux méthodes permettent d'observer l'activité en cours et de recueillir le vécu des acteurs sur cette activité pour les relier. Enfin, la méthodologie de la pensée par cas (Passeron et Revel, 2005) consistera donc à articuler par l'écriture ces données hétérogènes (ici : entretiens, observations, cahier des charges, traces de l'activité) afin « d'articuler générique et spécifique pour étudier ces questions : à partir des configurations singulières qui seront étudiées, dégager des tendances communes susceptibles de préciser l'existence de logiques dominantes significatives » (Wittorski, 2009, p. 148). Il s'agit donc de faire émerger la compréhension d'une configuration locale singulière pour chaque université puis une compréhension croisée entre les universités enquêtées. Ainsi, nous nous inscrivons dans une approche compréhensive du processus de conception des microcertications en contexte universitaire avec l'enjeu d'étudier les transformations réciproques entre le projet Digital FCU et les pratiques à l'université. La pensée par cas nous permettra de rendre compte des vécus d'acteurs aux rôles différents dans la conception de ces formations encore récentes dans le paysage de la formation continue universitaire.

Bruyère, A. (2026). **Inclusion et pratiques situées**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 84-95. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/740

This article examines the training provided to railway staff in relation to the diversity of disability situations, with a particular focus on intellectual disability, which is still largely overlooked in professional practice. Drawing on a qualitative survey conducted at four French railway stations, the research highlights a structural tension between institutional ambitions for inclusion and the actual ways in which professional development is delivered. The analysis reveals that existing training courses remain largely general in nature and centred on visible disabilities, relegating intellectual disability to a marginal position. This invisibilisation results in conditional support, subject to prior booking. Keywords: inclusion, intellectual disability, training.

Casanova, R. (2026). **Existe-t-il une pédagogie spécialisée et ses conséquences pour la formation des éducateurs et enseignants spécialisés ?** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 34-48. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/707
This text examines the distinction between special and mainstream pedagogy through the lens of Edgar Morin's complex thought. Overcoming this duality lies in educability, a common denominator that transcends populations and ages. Inclusive education is structured around three levels (individual, collective, institutional) and four axes (common language, mechanisms, daily practice, and analysis of responsiveness). It is based on the 4Rs (Reference Points, Responsibility, Recognition, Respect), guarantees foundational prohibitions, and develops Mauss's triptych of « giving, receiving, and reciprocating. » Reverse integration follows, making specialization a standard of excellence. The purpose of education is then to transform the institution by guiding it towards Institutional Pedagogy, which educates the institution in a meta-reflective stance, transforming power into authority, and thus transcending the sterile opposition between special and mainstream. Keywords: educability, inclusive training, institutional pedagogy.

Delorme, C., Nguyen, A., Colin, T., Mehareche, M., Emery, R., & Boutière, V. V. (2026). **Coconstruire un dispositif de coformation destiné aux formateurs/trices d'enseignant-e-s spécialisé-e-s: Regards croisés de formateurs/trices universitaires et de terrain**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2659
La coformation des stages de la Maîtrise universitaire en enseignement spécialisé (MESP) et du complément de formation en ordinaire pour la MESP (CFO) vise à créer une culture commune entre formateurs/trices universitaires et de terrain. Cependant, l'asymétrie des rôles, où l'IUFE organise la formation et invite les formateurs/trices de terrain à y participer, risque de renforcer une approche "top-down" de cette coformation. L'article analyse un dispositif de coformation conçu pour favoriser une culture commune. Il questionne les hiérarchies de savoirs et explore ce qui est nécessaire à son élaboration.

Dequiré, A.-F. (2026). **Faire expérience du handicap en contexte de simulation**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 64-83. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/741
The purpose of this article is to present an innovative program, the STIMUL Experiment, designed to revitalize the pedagogical approach to ethics in the healthcare sector. Its goal is to foster ethical reflection on "caring" through the implementation, within an ethics-in-care laboratory, of a teaching approach centered on the experiences of healthcare providers and students in a simulation setting. The article seeks to answer the following question: "How can a simulation-based training program empower students, healthcare professionals, and instructors who encounter disability?". To answer this question, we will draw on the accompanying workbooks distributed to the 68 participants during the various sessions, as well as on analysis reports from debriefings and post-session evaluations. Keywords: disability, empowering environment, ethics education, simulation, training program.

Duvekot, R., & Ali, S. O. (2026). **Let the learner's voice be heard! Empowering young refugees in Iraq**. *International Review of Education*, *72*(5), 983-1012. https://doi.org/10.1007/s11159-025-10226-6

Lifelong learning is important for everyone, individually and collectively within institutions and communities. In today's "learning society", learning is not just a process driven by the learning system or the social system; it can also be a process in which the learners play an active role. This article focuses on the Erasmus+ project "Empowerment for migrants, from camps to integration" (CAMPLUS) in the Kurdistan Region of Iraq (KRI). Between 2021 and 2022, personal resources management (PRM) training was implemented in three refugee camps in Erbil. The central question driving the project was whether, and how, PRM can transform refugee learners' ability to define and pursue their developmental goals. This inquiry is rooted in Paulo Freire's critical pedagogy, which promotes dialogical learning as a means of empowering marginalised learners as agents of their own education. PRM integrates the validation of prior learning (VPL) with personalised pathways, based on the belief that competencies, gained formally, informally or experientially, should be recognised as the foundation for further learning. This approach aligns with Freire's ideal of critical consciousness, which posits learning as a process of naming, reclaiming and transforming one's reality. Using a qualitative analysis involving 15 refugees and three trainers, the authors explore how learner agency and institutional affordance combine to create meaningful learning outcomes. The study addresses a key gap in research: how reflective, personalised education can function in settings marked by displacement and limited opportunities.

Etienne, V., Jean-Baptiste, D., Joanis, M., Peraudeau, S., Latronico, C., & Combarnous, M. (2026, octobre 26). **Satisfaction en formation à distance en situation de crise : Retour d'expériences sur la formation de formateur d'enseignants en Haïti** [Text]. Consulté 9 novembre 2026, à l'adresse Distances et médiations des savoirs website: https://journals.openedition.org/dms/13307
La formation organisée par Expertise France et Réseau Canopé en novembre 2025 s'inscrit dans le champ de la formation à distance en contexte de crise, avec un intérêt particulier pour la satisfaction des participants. L'analyse des données révèle un niveau de satisfaction globale de la qualité pédagogique, la préparation des formateurs et la pertinence des ressources. Les participants ont souligné l'utilité professionnelle des contenus, leur transférabilité et l'adéquation avec leurs besoins. Les résultats montrent un dispositif perçu comme structuré, pertinent et applicable. Ils confirment les apports de la littérature selon lesquels une formation bien conçue peut rester efficace même en contexte instable, à condition de maîtriser la charge cognitive et de favoriser l'interactivité. Toutefois, des ajustements sont nécessaires, notamment au niveau du rythme des sessions et du temps accordé aux échanges, considérés comme des leviers d'amélioration. Sans compromettre l'efficacité perçue, ces éléments soulignent l'importance de concevoir des formations centrées sur les participants. Cette formation illustre l'intérêt d'une ingénierie pédagogique adaptée aux contraintes contextuelles et aux besoins des adultes en formation en situation de crise. Elle ouvre également des perspectives pour de futures recherches, quand les résultats confirment que satisfaction et efficacité peuvent coexister, même en contexte de crise, à condition de s'appuyer sur des pratiques pédagogiques actives et contextualisées.

Gagnon, C. (2026). ***Apprentissages accrus en milieu de travail et alternance travail- études en formation professionnelle : portrait étendu des pratiques et élaboration de ressources pour soutenir leur déploiement***. Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/app/uploads/2026/09/rapport_claudia-gagnon_travail-etudes.pdf

Galloro, P. (2026). **Aborder les stéréotypes et les préjugés en formation**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 6-19. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/734
This text examines the role of stereotypes and prejudices in training programmes on issues relating to disability, drawing on the theory of social representations and a socio-historical approach to visuality and discourse. The analysis is structured around three main themes: historicity – the way in which past images and frameworks (particularly colonial ones) continue to shape perspectives in training; the role of moral entrepreneurs and the dynamics of moral panics that moralise certain training topics; and the spectacular dimension – how media coverage and repetition transform stereotypes into archetypes of memory. The aim here is twofold: to produce a theoretical synthesis that links social representations and regimes of visibility, and to critically examine practical tools for education aimed at deconstructing stereotypes. Keywords: disability, prejudices, social representations, stereotypes, training.

Gouze, L. E., & Aazmi, K. (2026). **Analyse des représentations du coenseignement développemental dans les dispositifs numériques de formation initiale des enseignants en France, en Belgique et au Québec : regards comparatifs**. *Revue hybride de l'éducation*, *10*(5), 1-34. https://doi.org/10.1522/rhe.v10i5.2074
L'enseignement partagé circule désormais dans des ressources numériques publiques mobilisables en formation initiale. Ces ressources ne décrivent pas les pratiques effectives; elles proposent des termes, des configurations et des règles d'action qui rendent le travail collaboratif pensable pour les futurs enseignants. L'étude compare, par analyse de contenu, six ressources issues de la France, de la Belgique francophone et du Québec. Elle examine la manière dont le coenseignement développemental, la co-intervention et le cosenseignement y sont définis, organisés et régulés. Les résultats dégagent trois régimes de cadrage et un noyau commun centré sur la coplanification, la clarification des rôles et la régulation. La contribution porte ainsi sur les représentations documentaires, et non sur une mesure des usages ou des effets.

Graulich, J.-S., & Rouiller, L. (2026). **Analyse réflexive professionnalisante: Peut-on apprendre à enseigner par l'observation sans s'aligner ?** *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2662
Cet article présente l'Analyse réflexive professionnalisante (ARP), un dispositif méthodologique structurant les échanges entre enseignant-es à l'issue d'observation de leçon. Fondée sur trois principes — ancrage dans l'activité des élèves, suspension du jugement et explicitation des dilemmes —, l'ARP se déploie en quatre étapes. Elle vise à développer la réflexivité et l'autorégulation sans prescrire de bonnes pratiques. Les résultats de sa mise en œuvre en formation initiale et continue sont présentés.

Jaakkola, M., Lemmetty, S., & Collin, K. (2026). **How Can Learning Be Supported at Work? Systematic Review of the Strategic and Emergent Practices of Learning Supportive Leadership**. *International Journal of Training and Development*, *30*(4), 433-443. https://doi.org/10.1111/ijtd.70036
Constant organizational changes require continuous learning at work. In research, leadership has been highlighted as among the most important factors supporting personnel's learning at work, but an understanding of the concrete practices through which leaders can support learning has not been brought together in research. In this study, we aim to gain a more detailed understanding of leadership practices supporting employees' learning based on previously

published research. Thus, in this article we examine what kind of leadership practices supporting learning can be found in previous studies. A systematic review method was used to synthesize information on leadership practices supporting learning at work. A total of 730 article abstracts met the following criteria: The article had to discuss management or leadership and work-related learning as the main topic. Further screening limited the number to 38. These articles were read regarding our research questions, management or leadership, the learning theory engaged in, the method used, and the research context. Different practices of leading learning were found, which can be categorized into strategic and emergent practices. Both involve leaders' interactions and support of the environment. Leadership has a direct and indirect route to employees' learning and occurs in interaction and in the workplace environment. As a practical contribution, this study provides practices and insights into how leaders can support learning at work.

Lakhal, S., Heilporn, G., & Chauret, M. (2026). **Appréciation des aspects pédagogiques et technologiques d'un SPOC sur la formation hybride en enseignement collégial**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.13500
This article provides a portrait of the learners' assessment of a SPOC (Small Private Online Course) on hybrid courses in college-level higher education. Developed for college-level teachers and pedagogical advisors, this SPOC was offered to six cohorts of learners, in French and in English. Structured primarily in asynchronous online mode with opportunities for interaction, the SPOC also offered two program options: overview and in-depth. In this study, the learners' assessment of the quality of the SPOC was examined in terms of both its learning potential (quality of the content, support for learning, communication and interactions, learning evaluation) and the technological aspects of its online implementation (visual design, navigation, accessibility). A total of 177 participants completed an online questionnaire, and 20 participants joined four discussion groups. The descriptive statistics and analyses of the t-test results comparing the perceptions of the learners in the Francophone and Anglophone groups, drawn from the qualitative data, were enriched and rounded out by a content analysis of the qualitative data. The highly detailed analysis of the assessment of the quality of the SPOC in relation to the current scientific literature offers pointers for the future design of SPOCs on college-level teaching.

Ma, B., Deutscher, V., & Winther, E. (2026). **Motivational Pathways to Vocational Commitment: A Longitudinal Study of Self-Determined Regulation and Instructional Influences**. *International Journal of Training and Development*, *30*(4), 376-392. https://doi.org/10.1111/ijtd.70030
Research on how vocational education and training (VET) foster vocational commitment has often overlooked the temporal effect of pedagogic factors. This study investigates the motivational pathways to vocational commitment as a crucial educational outcome by differentiating between commitment to the occupation and commitment to the training company (organization). Drawing on self-determination theory, we examine how both time-invariant and time-varying motivational and pedagogical contextual factors influence commitment trajectories over time. A total of 458 commercial trainees in commercial VET programmes (Kaufmännische Ausbildungsberufe) within the German dual system were followed across three data collection waves at the beginning, middle and end of training. Participants were randomly selected from 10 vocational schools located in North Rhine-Westphalia and Baden-Württemberg. The sample was 36% male and 64% female, with an average age of 19.66 years. Using latent growth modelling, we analyzed how initial motivation (from external to

integrated regulation) and dynamic pedagogical factors predict occupational and organizational commitment. Findings reveal both scope and the temporal dynamics in commitment: Integrated regulation fosters strong initial commitment both to company and occupation, but may lead to a decline over time, while introjected regulation leads to lower initial commitment but growth during training. Contextual predictors such as autonomy support and involvement in expert culture are domain-specific, influencing only company commitment but not occupational commitment. Functional involvement and competence recognition are domain-linked, influencing both company commitment and occupational commitment. Notably, the negative effects of early-stage pressure reversed over time, suggesting a developmental shift in how trainees appraise stress. Vocational commitment develops dynamically and is shaped by both stable motivational orientations and time-varying instructional factors, with effects differing across training stages and between company and occupation. These findings highlight the need for phase-specific and domain-sensitive pedagogical interventions in vocational training.

Malo, A., & Monfette, O. (2026). **Miser sur la formation des superviseur·es pour rehausser l'articulation des expériences pratiques et des savoirs théoriques**. *Revue hybride de l'éducation*, *10*(4), 1-35. https://doi.org/10.1522/rhe.v10i4.2116
Soutenir les étudiant·es dans l'articulation des liens entre leurs expériences pratiques et des savoirs théoriques est un défi de tous les instants. Les superviseur·es de stage jouent un rôle particulier dans ce soutien. Le but de cet article est de présenter une formation offerte aux superviseur·es en lien avec des outils favorisant l'articulation des expériences pratiques pendant un stage et des contenus de cours conçus spécialement à leur intention. Un retour sur les retombées de la formation en matière d'usage de ces outils en contexte de supervision en stage ainsi que sur les défis rencontrés complète l'article.

Marcoux, G., Volpé, Y., & Vuillet, Y. (2026). **La photographie adressée : Un dispositif de formation expérientielle en début de formation initiale**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2674
Cette communication présente un dispositif de « photographie adressée » employé en formation initiale des enseignants à Genève. Il vise à soutenir une réflexion articulant théorie et pratique dès les premiers stages. Les étudiants choisissent une image représentant une situation problématique, puis l'analysent collectivement avec pairs et formateurs. Inspiré de la théorie de l'enquête de Dewey, le dispositif favorise le passage du vécu à la conceptualisation et le développement d'une réflexivité professionnelle.

Moëns, H., Ganzitti, M., Baco, C., & Borgies, C. (2026). **Évaluation de deux formations de maitres de stage par l'analyse de l'évolution du sentiment de maitrise et de la satisfaction des participant·es**. *Revue hybride de l'éducation*, *10*(4), 1-40. https://doi.org/10.1522/rhe.v10i4.1934
En Belgique francophone, il n'existe pas de formation offerte par toutes les institutions de formation pour les maitres de stage (enseignant·es associé·es au Québec), malgré leur action importante auprès des stagiaires en enseignement. Cet article propose l'analyse de l'évolution des besoins de formation et de la satisfaction des participant·es à deux formations organisées par des Hautes Écoles, réalisée grâce à un questionnaire de type prétest/post-test. Après la formation, bien que le niveau de maitrise général déclaré des participant·es ait augmenté, certains aspects de la fonction de maitre de stage constituent toujours un besoin de formation. Ces résultats, encourageants, soulignent toutefois l'importance d'une formation plus longue.

Passmore, J., & Daly, J. (2026). **Are AI Coaching Agents Learning Friend or Foe?: A Qualitative Study of Learning and Development Leaders' Perceptions of AI Coaching Agents Using Unified Theory of Acceptance and Use of Technology 2**. *International Journal of Training and Development*, *30*(4), 337-346. https://doi.org/10.1111/ijtd.70028
This qualitative study examines how learning and development (L&D) leaders perceive and evaluate AI-enabled coaching agents and identifies factors shaping organisational adoption. Semi-structured interviews were conducted with 11 senior L&D and HR leaders from large organisations who had recent experience of using generative AI coaching tools. Reflexive thematic analysis generated six themes relating to perceived value at scale, hybrid human–AI delivery preferences, adoption barriers, perceived conversational strengths and limitations, trust and governance concerns, and equity, diversity and inclusion (EDI) considerations. Findings are interpreted through UTAUT2 to clarify how performance expectancy, effort expectancy, facilitating conditions, habit and perceived value are refracted through organisational risk, data protection, trust and inclusion. The study contributes an adoption-focused account of how commissioners of workplace learning and development assess coaching and the emergence of AI coach agents, offering implications for governance, implementation design and future research on responsible deployment.

Periáñez-Picón, Á., Díaz-Fernández, M., & Pasamar, S. (2026). **Transferring Competences to the Workplace Through Gamified Training: A Case Study**. *International Journal of Training and Development*, *30*(4), 419-432. https://doi.org/10.1111/ijtd.70034
This study examines the transfer of gamified training activities aimed at developing key workplace competences, focusing on creativity, innovation and decision-making within a specific organisational context. We conducted an exploratory case study in a Spanish public-sector organisation. Data were collected through pre- and post-training interviews with 24 employees who participated in a gamification activity. A semi-structured interview was also conducted with the Internal Training Manager. Participants perceived that gamification activity contributed to the improvement of their competences, particularly creativity, innovation and decision-making. They reported higher motivation and engagement, as well as a greater readiness to apply gamification methods in their daily tasks. Although they faced challenges, including limited time and resources, participants expressed a strong willingness to continue using gamified practices. This study extends the application of gamification beyond educational contexts and explores its use in a professional environment, addressing a gap in the literature. It presents empirical findings on how gamified training is associated with the development and transfer of soft competences within a public sector organisation. By drawing on Baldwin and Ford's (1988) transfer model in a workplace setting, the study contributes to understanding the conditions under which gamification may support competence development beyond the classroom. The study is limited by its single-case design and reliance on self-reported data. Future research should examine similar training initiatives in different organisational contexts. Organisations seeking to enhance employee competences can adopt gamification as a strategic learning tool. Effective implementation requires sufficient time, resources and managerial support. By fostering competences such as creativity, innovation and decision-making, gamification can contribute to a more adaptive and innovative workforce in an evolving labour market.

Petillion, R., Forneris, T., & Young, R. (2026). **Evaluation of a Campus-wide Teaching Assistant Training Program**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22888
Teaching assistants (TAs) play a pivotal role in higher education as they spend a significant amount of time supporting student learning and are often perceived by students as approachable and valuable mentors. In recent years, many large post-secondary institutions have offered centralized teaching assistant training programs, as well as in-depth faculty or department-specific programs. However, despite the acknowledgment of their significance, less is understood regarding the development, delivery, and evaluation of TA training programs, particularly ones that are centralized. This study sought to evaluate a newly developed centralized TA training program to understand the experiences of TAs as well as their perceived needs and recommendations to be able to fulfil their TA duties. This is a mandatory, paid training, and is offered through both in-person and online modules to all first-time teaching assistants across all schools and faculties. A unique component of this program is that the TAs are paid for their training hours. Survey data and semi-structured interviews illuminated the level of utility of each learning module as well as gaps that have been overlooked in the training. Overall, the results provide a good understanding of the TAs' experiences with the training as well as recommendations for refinement of the training.

Pov, S., & Kawai, N. (2026). **The influence of training on attitudes, concerns, and efficacy of pre-service teachers towards inclusive education in Cambodia**. *International Journal of Inclusive Education*, *30*(13), 4577-4592. https://doi.org/10.1080/13603116.2026.2645184
Research on the impact of inclusive education training has presented mixed findings, suggesting that generalising its effectiveness across contexts is not universally applicable. Evidence from Cambodia remains scarce. This survey study investigated the influence of inclusive education training on pre-service teachers' attitudes, concerns, and self-efficacy towards inclusive education. The study involved 148 pre-service teachers from a teacher education college. Data were collected through a survey comprising demographic information and three standardised instruments: the Teacher Attitudes Towards Inclusion Scale (TATIS), the Concerns about Inclusive Education Scale (CIES), and the Teacher Efficacy for Inclusive Practices (TEIP) scale. Descriptive statistics, reliability tests, and Independent Sample t-Tests were employed to analyse the data. The findings revealed significant differences in pre-service teachers' attitudes towards inclusive education based on their training experience. Specifically, those with training experience expressed significantly less favourable perceptions of including students with mild-to-moderate disabilities and their professional roles in supporting inclusion compared to those without such training. No significant differences were found between the groups in their overall concerns or self-efficacy in implementing inclusive practices. The results are discussed with practical implications for improving pre-service teachers' attitudes and better preparing them to implement inclusive practices.

Rienzo, S., & Hutter, V. (2026). **Former aux relations école-familles : Enjeux d'alternance et tensions professionnelles**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2673
Cette contribution analyse les tensions liées à l'alternance dans la formation initiale aux relations école-familles à Genève. Elle met en évidence un cercle vicieux de socialisation professionnelle marqué par la transmission de conceptions négatives de ces relations lors des stages. Elle présente ensuite deux dispositifs de formation – un atelier d'écriture et l'analyse de situations

éducatives complexes – visant à soutenir une articulation plus intégrative entre théorie et pratique.

Volpé, Y., Billharz, A., Maisonneuve, L., Roh, F., & Marcoux, G. (2026). **Les séminaires d'analyse et de régulation des pratiques comme interface entre terrain et université: Effets d'une co-animation FT/FU**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2668
Cette contribution analyse la refonte des séminaires d'accompagnement et d'analyse de pratiques (SARP) dans les stages en formation à l'enseignement primaire. Depuis 2022, plusieurs séances sont co-animées par des formateurs/trices universitaires et de terrain. L'article montre que cette co-animation fait des expériences de stage des objets communs de formation, renforce l'articulation entre terrain et université et produit des effets sur les étudiant-es, les formateurs/trices et la construction d'une culture commune de formation.

Insertion professionnelle

Bloem, J., Straatmann, T., & Engel, A. M. (2026). **An Attachment and Multi-Target Perspective on Organisational Commitment of Early Career Starters**. *International Journal of Training and Development*, *30*(4), 393-407. https://doi.org/10.1111/ijtd.70031
Establishing strong organisational commitment among early career starters such as apprentices, trainees, and dual-study students is of central interest to companies' HR strategies for developing and retaining skilled workforces. To explain how commitment emerges, attachment theory offers a useful conceptual lens, as it provides an established framework for understanding human relationships. Contributing to a growing body of research on attachment at the workplace, this study examines how general attachment and relationship-specific attachment of early career starters relate to affective, normative, and continuance commitment towards two salient targets in vocational settings: the company and the in-company trainer. Using structural equation modelling with data from 405 dual-study students as representatives of early career starters in Germany, the findings highlight the value of an attachment-based, multi-target perspective. In particular, relationship-specific attachment was more strongly related to commitment to the company and the in-company trainer than general attachment. Moreover, relationship-specific attachment avoidance emerged as a key predictor of most commitment components across both targets. Overall, the findings suggest that companies and in-company trainers can actively and differently shape attachment and commitment and thereby support retention during early career stages.

Boies, I. (2025). ***Le leadership au sein d'une équipe-école au regard de la collaboration avec les enseignants en insertion professionnelle*** (Phd, Université du Québec à Trois-Rivières;Université du Québec à Montréal). Consulté à l'adresse https://depot-e.uqtr.ca/id/eprint/12312/

Bouadi, L., & Ros, É. (2026). **L'entrepreunariat en coopérative. Promesses ambivalentes pour des femmes migrantes**. *Travail, genre et sociétés*, (56), 99-119. https://doi.org/10.3917/tgs.056.0099
L'article explore l'expérience des femmes migrantes au sein d'une coopérative éphémère (CE) visant à intégrer une Coopérative d'Activité et d'Emploi (CAE) pour développer leur projet entrepreneurial. Les CAE sont souvent présentées comme des dispositifs favorisant l'entrepreneuriat inclusif et la sécurisation des parcours professionnels. Cependant, lorsqu'il s'agit

d'entrepreneuriat populaire porté par des femmes migrantes, ce modèle révèle ses limites. En effet, si les CAE offrent un cadre légal et administratif sécurisé, elles ne suffisent pas à compenser les discriminations structurelles liées au genre, à l'origine ou aux qualifications, révélant ainsi un entrepreneuriat inclusif en trompe-l'œil. En adoptant un regard critique et possibiliste, cet article met ainsi en lumière la manière dont cette CE constitue un espace ambivalent d'expérimentation d'un entrepreneuriat populaire féminin, à la fois porteur de possibles émancipateurs et structurellement disqualifié par les normes économiques des CAE.

Hernandez-Fernandez, J., Razo, A., & Zúñiga-Herrera, M. (2026). **Navigating Gender in Dual Education: Comparative Insights Into Access, Learning, and School-to-Work Transitions**. *International Journal of Training and Development*, *30*(4), 347-359. https://doi.org/10.1111/ijtd.70027
This article compares gender disparities in access, learning outcomes, and school-to-work transitions (STWT) among dual Vocational Education and Training (dVET) apprentices in Mexico. Drawing on data from a longitudinal research project, the study includes in-depth interviews with 60 apprentices, conducted at the start of dVET and after graduation. The qualitative analysis compares apprentices' opportunities by gender and field of study, distinguishing between traditionally male- or female-dominated areas. The findings reveal significant gender differences in access to dVET highlighting the critical roles played by family and teacher support, as well as peer information. Additionally, the analysis indicates that female apprentices in male-dominated fields face disadvantages with gender-related stereotypes persisting in both educational and workplace environments. Moreover, STWT results suggest that male apprentices experienced greater advantages in fulfilling their expectations. Our results contribute to the broader discussions on gender, equality, and inclusion within comparative dVET studies, emphasizing the need for targeted interventions.

Reist, C., & Antoine, R. (2026). **Parcours et insertion des élèves et des apprentis entrés en CAP à la rentrée scolaire 2021**. *Note d'Information*, (26.47), 1-4. Consulté à l'adresse https://www.education.gouv.fr/parcours-et-insertion-des-eleves-et-des-apprentis-entres-en-cap-la-rentree-scolaire-2021-506206
Sur les 146 000 jeunes entrés en CAP à la rentrée scolaire 2021, près de 101 000 poursuivent en deuxième année de CAP et 54 % d'entre eux prolongent leurs études à l'issue de la formation.

Sanz-Martínez, P., & Camacho, B. M. (2026). **From classroom to career: Self-efficacy and employment success of graduates with disabilities**. *Higher Education*, 92(4), 2155-2174. https://doi.org/10.1007/s10734-025-01614-w
This qualitative biographical-narrative study analyses the discourses of 15 university graduates with disabilities who have been successful in their careers. The participants have various types of disabilities and come from 15 public universities in Spain, covering different areas of knowledge. The study analyses (1) the self-efficacy-related competencies of graduates with disabilities that have led to success at university; (2) the relationship between self-efficacy and success in the transition from university to employment; and (3) the skills associated with self-efficacy that are essential to employment success. The results reveal that success at university and in the workplace are related to strategies and skills linked to self-efficacy, such as proactivity, self-awareness, consistency, and perseverance, and especially confidence in one's own abilities to achieve objectives, relying on the development of organisational and planning skills being effective in managing the resources offered by universities and employers. These results highlight

the need to implement training and mentoring programmes for self-efficacy skills that promote university and workplace success for students and graduates with disabilities.

Marché du travail

Amengual, M., Distelhorst, G., & Guasti, A. (2026). **What Jobs Do Workers Want? Worker Preferences in Global Value Chains**. *British Journal of Industrial Relations*, *64*(4), 739-753. https://doi.org/10.1111/bjir.70074
What do workers in global value chains (GVCs) consider a good job? Research on work in GVCs largely studies compliance with standards set from the top-down rather than worker preferences. Understanding worker preferences is crucial because workers are the intended beneficiaries of governance institutions; policies better aligned to their preferences could enjoy greater legitimacy and effectiveness. To explore what GVC workers want, we embedded an experiment in an original survey of 2500 workers in 50 formal Moroccan apparel factories integrated into GVCs. These workers highly valued jobs with characteristics that reduced their exposure to physical risks and provided job stability. They also had strong preferences for jobs with supervisors that treated workers respectfully. By contrast, worker preferences for wage increases available in the Moroccan context were weak, especially when compared with non-wage features. Our results suggests that when wages are compressed and extended working hours is the main way to increase earnings, preferences for non-wage attributes may dominate. We also find more similarities than differences between men and women workers; although women place greater value on respectful supervision, safety and childcare benefits, their overall preferences closely track those of men. These findings provide novel evidence to inform efforts to improve jobs in GVCs.

Backhaus, A. (2026). **Measuring Cognitive Skills in African Labor Markets: A Bounding Approach to Non-Completion in the STEP Surveys**. *LABOUR*, *40*(4), 471-486. https://doi.org/10.1111/labr.70028
This paper addresses the problem of assessment non-completion in surveys within the context of cognitive skills measurement in sub-Saharan Africa. The World Bank's STEP Skills Measurement Program represented a major initiative to measure skills in low- and middle-income countries, with surveys conducted in two African countries, Ghana and Kenya. While STEP aimed at measuring cognitive skills by producing literacy skill scores comparable to those of the PIAAC assessment of skills in OECD countries, I show that participation in the standardized literacy assessment suffered from high rates of non-completion, amounting to 60% in Ghana and 33% in Kenya. I then highlight STEP's methodology to address non-completion, documenting that STEP's treatment of non-completers depends on the reason for non-completion rather than the assessment stage reached. I further point out a divergence in the scoring procedure between Ghana and Kenya that compromises STEP's cross-country comparability. In response, I propose a decomposition that sequentially incorporates the non-completers using a harmonized imputation model for both countries, complemented by nonparametric bounds. I find that under varying assumptions about the non-completers, the imputation produces a narrower bound on the Ghanaian and Kenyan skill distributions than the nonparametric approach, while still implying sizable skill gaps relative to literacy skills measured in OECD countries. I also show that the treatment of non-completion can materially shift estimated returns to skills. The findings provide guidance from a partial identification perspective for handling assessment non-completion problems in applied research and for the design of future skill assessments in low- and middle-income countries.

Bindler, A., Boelmann, B., Janys, L., & Santiago Wolf, L. H. (2026). ***A missed opportunity? Labor demand and workforce diversity*** (Working paper N° 1215). https://doi.org/10.4419/96973400
How do labor demand shocks affect workforce diversity in the absence of targeted diversity policies? A conceptual framework illustrates the potential trade-off between the demographic and quality composition of a workforce when there is a positive labor demand shock. Exploiting the German reunification as a natural experiment, we analyze the academic labor market where nearly all social sciences professors in East Germany were replaced while STEM faculty remained largely unchanged. Using administrative data and a regional difference-in-differences design, we find increased dispersion in the institutional quality of hires, indicating that the new hires came from less select departments. At the same time, female representation did not increase despite qualified women in the pipeline. Instead, East German hiring patterns converged to those in West Germany in terms of gender composition. In simulations, we investigate implied losses: Under conservative assumptions, we show that, considering the pipeline of qualified applicants, the marginal female hire's quality is approximately half a standard deviation higher than the marginal male hire's quality.

Brinbaum, Y. (2026). **Micro-entrepreneuriat, genre et migrations : nouvelles opportunités et nouvelles hiérarchies**. *Travail, genre et sociétés*, (56), 55-76. https://doi.org/10.3917/tgs.056.0055
Cet article interroge la réalité sociologique de la catégorie juridique et statistique du micro-entrepreneur, en caractérisant ses profils et spécificités. À partir des enquêtes Emploi récentes, il révèle la féminisation et l'ethnicisation de cette forme d'emploi indépendant : la moitié sont des femmes et un quart, des immigré·es ou descendant·es d'immigrés. Plusieurs pôles émergent : un pôle peu qualifié, plutôt masculin, de classe populaire, avec une sur-représentation de personnes immigrées ou issues de l'immigration, plutôt de classe inférieure ; un pôle mixte, des immigré·es ou descendant·es diplômé·es du supérieur, déclassé·es et/ou bloqué·es par des barrières institutionnelles ou discriminatoires ; un pôle très qualifié, plutôt féminin, qui constitue les « nouvelles indépendantes » de classe moyenne, voire supérieure. Si le micro-entrepreneuriat constitue une opportunité face au chômage et à la précarisation, aux discriminations et déclassements, ce monde professionnel reste cependant marqué par des ségrégations professionnelles, des formes de vulnérabilités et d'inégalités.

Cerina, F., Dienesch, E., Monge-Naranjo, A., & Moro, A. (2026). ***Urban Elevators and the Geography of Labor Market Polarization*** [Working paper]. Consulté à l'adresse Centre for North South Economic Research, University of Cagliari and Sassari, Sardinia website: https://EconPapers.repec.org/RePEc:cns:cnscwp:202618
Large cities gain abstract jobs and shed routine jobs faster than small ones. Whether this divergence arises because workers move across locations or because workers' labor market careers differ across locations matters for welfare and policy, and cross-sectional data cannot tell the two apart. Using the French administrative panel DADS–EDP (1984–2021), we decompose the change in each occupation's employment share, by city size, into within-city occupational switches, cross-city relocation, combined moves, and non-employment flows. The divergence is produced inside cities. We find that large cities move workers from routine to abstract jobs at twice the rate of small cities, and this flow more than accounts for the urban gap in abstract employment. The routine decline is absorbed by upgrading into abstract work, not by downgrading into manual services. This urban elevator predates the 1994 onset of French polarization and operates within occupations - holding worker characteristics and the

occupation of origin fixed, staying in a large city raises the rate of upgrading by about 40%, for college and non-college workers alike. The evidence places the burden of explanation on agglomeration forces that act on occupational mobility within cities rather than on the sorting of heterogeneous workers across them.

Cruces, G., Fernández Meijide, D., Galiani, S., Gálvez, R. H., & Lombardi, M. (2026). ***Does Generative AI Narrow Education-based Productivity Gaps? Evidence from a Randomized Experiment*** (Working paper N° 14819). https://doi.org/10.18235/0014578
Does generative artificial intelligence (AI) reinforce or reduce productivity differences across workers? Existing evidence largely studies AI within firms and occupations, where organizational selection compresses educational heterogeneity, leaving unclear whether AI narrows productivity gaps across individuals with different levels of education. A related question is whether the productivity gains from AI reflect productive use of the tool or mere delegation, fading once AI is unavailable, and whether the answer differs across education groups. We address both questions using a randomized online experiment outside firms, in which 1,174 adults aged 2545 complete an incentivized, workplacestyle business problem-solving task with or without a generative-AI assistant, followed by a non-AI-assisted follow-up module. AI increases performance for all participants, with substantially larger gains for lower-education individuals. In the control group without AI, higher-education participants outperform lower-education participants by 0.548 standard deviations; with AI, this gap falls to 0.139 standard deviations, closing about three-quarters of the initial gap. Chat-log measures explain both why this gap narrows and why it does not disappear: lower-education participants successfully obtain substantial assistance from AI, while higher-education participants use the tool somewhat more effectively across several margins. The follow-up results showthat these gains are not purely driven by delegation; treated participants do not perform worse than controls once AI is removed, and lower-education participants retain part of their gain, although a sizable education gap re-emerges. Consistent with this interpretation, intensive use of the assistant produces strong task performance regardless of how much time and effort participants devote themselves, but follow-up performance is substantially higher only when intensive AI use is combined with sustained effort on the task. We interpret these findings as evidence that generative AI narrows effective productivity differences in task execution while underlying human-capital differences continue to shape unassisted performance and effective use of the tool.

di Paola, V., & Epiphane, D. (2026). **Le plafond de verre en Suède et en France : mêmes causes, mêmes effets ?** *Travail, genre et sociétés*, (56), 123-143. https://doi.org/10.3917/tgs.056.0123
Cet article interroge la persistance du plafond de verre en France et en Suède, deux pays aux politiques d'égalité entre les sexes contrastées. La comparaison des deux systèmes de protection sociale souligne que le contexte suédois semble globalement plus favorable, notamment en matière d'égalité de genre dans la sphère domestique. À partir d'entretiens conduits auprès de top managers d'une grande entreprise du secteur financier implantée dans les deux pays, nous montrons que, la manière dont les normes professionnelles, façonnées par des modèles au masculin-neutre d'investissement temporel, de disponibilité permanente et de cooptation informelle, continuent de conditionner la progression des femmes cadres. Ainsi, les attentes normatives et les organisations du travail demeurent traversées par des rapports sociaux de sexe qui limitent les effets des politiques égalitaires, même en Suède.

Domnisoru, C., & Heikkinen, T. P. (2026). ***How is AI Affecting College Major and Course Choices? Evidence from Finland*** (Working paper N° 13105). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13105
Have concerns about the potential job displacement effects of artificial intelligence affected the education choices of students? We analyze administrative data on the university applications and course choices of Finnish students. We find, after the launch of ChatGPT 3.5 in November 2022, a persistent drop in applications to fields of study classified as more exposed to AI under several different measures. The drop is particularly large in computer science and other ICT fields. Examining the elective course choices of non-ICT students, we find declining enrollment in programming and algorithms courses, particularly among students who had not taken mathematics as part of their high school exit exam. At the same time, non-ICT students enrolled more in AI/ML courses, and this increase was relatively larger among men.

Eppel, R., Huemer, U., Mahringer, H., & Schmoigl, L. (2026). **Algorithmic Profiling: Effective Tool for Targeting Active Labour Market Policies?** *LABOUR*, *40*(4), 432-451. https://doi.org/10.1111/labr.70013
Digitisation has sparked interest in automated decision making in Public Employment Services (PES). We evaluate an algorithmic profiling model in Austria that predicts the reemployment prospects of unemployed individuals to classify and assign them to active labour market policies. Our analysis shows that reallocating resources from jobseekers with low to medium prospects, as proposed by the PES, does not yield the expected efficiency gains. We find no systematic evidence that programmes are less effective for individuals with low predicted employment prospects than for those with medium prospects. These findings caution against crude algorithmic profiling and highlight the need for nuanced targeting strategies that prioritise the most disadvantaged jobseekers. JEL Classification: J24, J64, J68

Gallot, F., & Koechlin, A. (2026). **Wecasa, un féminisme de marché ? Quand le travail à domicile croise le travail de plateforme**. *Travail, genre et sociétés*, (56), 77-98. https://doi.org/10.3917/tgs.056.0077
Si les secteurs masculins du travail de plateforme d'une part, et le travail domestique rémunéré de l'autre, font l'objet de recherches croissantes, l'appréhension des effets du capitalisme de plateforme sur le travail à domicile est peu investiguée. À partir d'une enquête croisant ethnographie et entretiens sur l'entreprise Wecasa, l'ambition de cette contribution est de rendre compte de la façon dont le travail à domicile est remodelé par la plateforme avec un discours faisant la promotion d'un empowerment au féminin s'appuyant sur le principe néolibéral de « travailler plus pour gagner plus », et qui pourrait être qualifié de « féminisme de marché ». Or, cet idéal de la femme auto-entrepreneuse émancipée, gérant elle-même sa vie comme son entreprise, promu par un discours vient se heurter à la réalité du statut et de ses contraintes quotidiennes : le travail de plateforme, loin de mettre fin à l'exploitation, ne fait alors qu'en changer les termes.

Geuna, P. (2026). ***Job-to-job Mobility, Outside Options, and Bargaining: A Machine Learning Approach*** [Working paper]. Consulté à l'adresse HAL website: https://EconPapers.repec.org/RePEc:hal:ipppap:halshs-05845509
Outside options play a central role in models of wage determination, yet the employment opportunities available to individual workers are not directly observable. I develop an individual-level measure of the value of alternative employment, rooted in a discrete choice model of labor

supply estimated from observed job-to-job transitions using neural networks to account flexibly for differences in workers' preferences and their compatibility with potential employers. I validate the measure in linked employeremployee data from the Veneto region of Italy, showing that workers with higher measured outside options recover more quickly from mass layoffs. Improvements in outside options lead to greater job-to-job mobility and higher wages within ongoing employment spells: a one standard deviation increase raises wages by approximately 1.4%. An instrumental variable design based on large-firm openings confirms the causal reading of these results. The findings replicate in Portuguese linked employer-employee data, where increases in employers' value added also pass through more strongly to the wages of workers with better outside options. Taken together, these findings support wage bargaining as an empirically relevant mechanism of wage determination.

Gourdeau, C., & Rabaud, A. (2026). **Mirjana Morokvasic. Le travail des femmes au cœur des migrations**. *Travail, genre et sociétés*, (56), 7-26. https://doi.org/10.3917/tgs.056.0007
Mirjana Morokvasic est une figure majeure de la sociologie du genre et des migrations. Née en 1943 en Yougoslavie, elle privilégie très rapidement dans son cursus les terrains multisitués et le travail collectif. Intégrée dans des équipes internationales dès ses premières enquêtes, elle développera des recherches précurseuses sur les migrations, les femmes et le genre, et particulièrement sur le travail des femmes qu'il s'agisse du travail invisible et non reconnu ou de l'entreprenariat et du travail indépendant. La chute du Mur de Berlin en 1989 puis la désintégration de la Yougoslavie en 1991 marqueront un tournant dans ses travaux sur les stratégies des actrices dans ce nouveau paysage migratoire où la « mobilité incessante » devient une ressource spécifique des ressortissantes d'Europe de l'Est. Mirjana Morokvasic est une chercheuse décisive dans le travail de déconstruction des discours victimisants sur les femmes immigrées, et parmi les premières à avoir révélé la nécessité d'une approche genrée dans les théories des migrations transnationales.

Handel, M. J. (2026). **Reassessing the Impact of Artificial Intelligence on Employment: Evidence Against the Mass Job Loss Hypothesis**. *LABOUR*, *40*(4), 409-431. https://doi.org/10.1111/labr.70018
Advances in artificial intelligence (AI) and robotics since 2000 led to widespread concern that automation would eliminate a massive number of jobs. Frey and Osborne's influential study concluded AI and robots might eliminate nearly half of all US jobs between 2010 and 2030. However, these and related claims have received little critical evaluation. This paper contrasts predictions of mass job loss with employment projections made by the U.S. Bureau of Labor Statistics (BLS) suggesting modest changes over the same period and evaluates both with respect to empirical employment data for 2010–2023. The evidence strongly supports BLS projections of gradual change. There is little evidence of mass displacement or any kind of technology-driven structural break with previous employment trends, arguing for caution in making predictions of the future impacts of robotics and AI on jobs.

Hansen, M. S. (2026). **Les secrétaires à l'hôpital psychiatrique. Clef de voûte des prises en charge sous contrainte**. *Travail, genre et sociétés*, (56), 145-167. https://doi.org/10.3917/tgs.056.0145
Au sein des unités d'hospitalisation psychiatrique, les secrétaires médicales sont chargées de la gestion des démarches juridico-administratives pour les patient·es pris·es en charge sous contrainte. Les modalités légales qui encadrent ces prises en charge se sont vues complexifiées par la loi du 5 juillet 2011, établissant cinq dispositifs aux modalités spécifiques dont le respect conditionne la validation par le juge des libertés et de la détention. Rejetant ce cadre complexe,

les psychiatres délèguent ce «sale boulot» de paperasse aux secrétaires médicales, commettant au passage des erreurs dans les parties qui leur incombent. Aussi, pour garantir la validité du volet administratif de la prise en charge, les secrétaires développent une expertise fine de ce cadre légal tout en endossant un rôle culturellement associé au genre féminin, à la subordination, et au manque de qualification socialement attaché à leur groupe professionnel pour corriger les erreurs de leurs supérieur·es.

Lucifora, C., & Piotti, M. (2026). **Are Firms Ready for Workforce Ageing? Evidence From Small-Medium Sized Firms in Italy**. *LABOUR*, *40*(4), 389-408. https://doi.org/10.1111/labr.70017
We investigate age-related human resource management (AR-HRM) practices within SME in Italy. Using firm-level survey data with information on age-related attitudes and practices, we analyze the determinants of age management and outplacement practices, along with the role of collective bargaining. We find that collective bargaining is positively associated with the adoption of AR-HRM practices. Conversely, ageist attitudes towards senior workers reduce the adoption of age management practices, while they support outplacement practices and early retirement.

Marzo, C. (2026). **Une directive européenne sur le travail de plateformes numériques aveugle au genre ?** *Travail, genre et sociétés*, (56), 33-53. https://doi.org/10.3917/tgs.056.0033
Cette étude de droit européen a pour objet de mettre en lumière les discriminations de genre dans le travail de plateformes numériques et plus précisément d'identifier les manques en la matière de la directive européenne relative au travail de plateformes adoptée le 23 octobre 2024. Cette directive longtemps débattue a fait l'objet de nombreux compromis en particulier quant à la présomption de salariat. Elle établit aussi un catalogue de nouveaux droits des travailleur·euses dans le domaine numérique. Bien que postérieure à des directives sur l'égalité, elle en semble éloignée. Cette étude se propose d'envisager centralement le genre dans l'étude du travail de plateformes et d'en tirer des conclusions en termes de réécriture ou d'interprétation de la directive. Une méthode fondée sur l'analyse juridique, l'analyse des textes de droits, des explications législatives et de la jurisprudence permet de dépasser l'analyse positiviste du droit pour tenter de comprendre les mouvements qui le sous-tendent et d'expliquer ses évolutions.

Meuric, L. (2026). **L'emploi scientifique dans les organismes de recherche en 2025**. *Note Flash du SIES*, (2026-27), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/l-emploi-scientifique-dans-les-organismes-de-recherche-en-2025-104454
Au sein des organismes de recherche en 2025, l'emploi total de R&D poursuit sa croissance (+2,2 %), après +2,7 % en 2024 et une hausse moyenne annuelle de 0,2 % entre 2010 et 2023.

Silvera, R. (2026, novembre 8). **Salaire d'appoint, le « quart en moins » : l'économiste Rachel Silvera retrace un siècle d'inégalités salariales**. https://doi.org/10.64628/AAK.nyad96dh6
Dix ans après la création du hashtag par le média « Les Glorieuses », l'économiste Rachel Silvera remonte aux origines du « salaire d'appoint » dévolu aux femmes pendant des siècles.

Ullah, A., Whittaker, W., Woodhams, C., & Atkinson, C. (2026). **Within-Sector Job Mobility and Worker Outcomes in England's Adult Social Care Sector**. *British Journal of Industrial Relations*, *64*(4), 771-786. https://doi.org/10.1111/bjir.70081

England's adult social care sector faces persistently high staff turnover. This article examines the effects of individual-level within-sector job mobility on hourly pay and working hours and identifies the employer types and contractual arrangements that attract such mobility. Using an event-study difference-in-differences (DiD) design, we show that job mobility increases hourly pay by 4.5% in the first year, rising to 6.1% after 5 years. Instrumental variable analyses either corroborate the DiD estimates or show higher impacts. Mobility also raises weekly working hours and reduces the likelihood of 0-h contracts by around 7.0 percentage points. Employer-specific wage premia account for nearly half of observed pay gains, whereas worker–employer match effects play little role. Workers predominantly move to higher paying employers—particularly local authorities and community-based services—into fixed-hours contracts and out of direct care roles. Moves into 0-h contracts result in modest pay losses. Men experience larger pay gains from mobility than women.

Viera Giraldo, V., & Volkoff, S. (2026). **Dépasser ses « horaires normaux » : une pratique révélatrice de l'intensité du travail et de ses effets**. *Document de travail du Centre d'études de l'emploi et du travail*, (221), 34. Consulté à l'adresse https://ceet.cnam.fr/publications/documents-de-travail/depasser-ses-horaires-normaux-une-pratique-revelatrice-de-l-intensite-du-travail-et-de-ses-effets-1631180.kjsp?RH=1507626749912

Wang, M., & Hong, Z. (2026). **Disconnected Youth in the United States: NEET Trends, Determinants, and Downturn Dynamics, 1992–2024**. *LABOUR*, *40*(4), 487-512. https://doi.org/10.1111/labr.70016
Using monthly CPS data from 1992 to 2024, this study examines NEET (Not in Education, Employment, or Training) status among US youth. We analyze how NEET risk relates to demographic, family, and economic factors over the long run. We also track changes in NEET prevalence during the Dotcom Crash, Great Recession, and COVID-19, and test whether postsecondary education's protective effect shifts after downturns. Results show that higher education and income reduce NEET risk, while marriage and parenthood increase it. Downturns affected age groups differently, and education's protective role weakened following the Dotcom Crash and COVID-19.

Métiers de l'éducation

Abomangoli, N., Martin, É., Nilor, J.-P., Prud'homme, L., Bernalicis, U., Lachaud, B., … Cathala, G. ***Créer un corps de fonctionnaires de catégorie B pour les accompagnants***. , (2026).
Proposition de loi visant à créer un corps de fonctionnaires de catégorie B pour les accompagnants d'élèves en situation de handicap

Ahtoy, P. (2026, novembre 10). **Remplacer les professeurs absents : en quoi le vocabulaire officiel de la crise masque-t-il les vrais problèmes ?** https://doi.org/10.64628/AAK.ddyw5xvdh
Plutôt que de « profs absents », ne faudrait-il pas plutôt parler de « cours non remplacés » ? Selon le choix des mots, on transforme un problème d'organisation en affaire d'individus.

Baba-Moussa, A. R. (Dir.). (2025). ***Les compétences des enseignants du primaire en Afrique subsaharienne*** (p. 188). Consulté à l'adresse https://pasec2024.confemen.org/wp-content/uploads/2026/10/PASEC-RAPPORT-INTERNATIONAL-PASEC2024-ENSEIGNANTS-FR.pdf

Beck, P. (2026). **Tenure-Track or Mommy Track? The Untold Stories of Non-Tenure-Track Faculty Mothers**. *Innovative Higher Education*, *51*(5), 1989-2004. https://doi.org/10.1007/s10755-025-09852-7
Non-tenure-track (NTT) faculty mothers often carry the weight of parenting and academic work without the support, security, or recognition that tenure-track roles provide. This study looks at how eight NTT faculty mothers at a large research university in the southeastern U.S. make sense of and manage their overlapping roles. Using narrative analysis informed by portraiture and framed by Clark's Work/Family Border Theory, this study highlights how these women navigate blurred boundaries between work and home. Three main themes came through: choosing NTT roles as a way to prioritize motherhood, the added pressures of southern cultural expectations, and the emotional and professional costs of working in contingent positions. While these roles can offer some flexibility, they also leave faculty mothers feeling invisible and professionally stuck. This research brings forward stories that are often missing in conversations about academic life and calls for policies that better reflect the realities of caregiving in higher education, especially for those off the tenure track.

Bindler, A., Boelmann, B., Janys, L., & Santiago Wolf, L. H. (2026). ***A missed opportunity? Labor demand and workforce diversity*** (Working paper N° 1215). https://doi.org/10.4419/96973400
How do labor demand shocks affect workforce diversity in the absence of targeted diversity policies? A conceptual framework illustrates the potential trade-off between the demographic and quality composition of a workforce when there is a positive labor demand shock. Exploiting the German reunification as a natural experiment, we analyze the academic labor market where nearly all social sciences professors in East Germany were replaced while STEM faculty remained largely unchanged. Using administrative data and a regional difference-in-differences design, we find increased dispersion in the institutional quality of hires, indicating that the new hires came from less select departments. At the same time, female representation did not increase despite qualified women in the pipeline. Instead, East German hiring patterns converged to those in West Germany in terms of gender composition. In simulations, we investigate implied losses: Under conservative assumptions, we show that, considering the pipeline of qualified applicants, the marginal female hire's quality is approximately half a standard deviation higher than the marginal male hire's quality.

Boden, C., Girdley, A., Benton, A., & Pomeroy, K. (2026). **The Hidden Curriculum of Care: Emotional Labor, Burnout, and Compassion Fatigue in Higher Education**. *Innovative Higher Education*, *51*(5), 2117-2138. https://doi.org/10.1007/s10755-026-09882-9
This study examines various job demands (emotional labor, secondary trauma exposure, student-related stressors) and job resources (organizational support, self-care) using the Jobs Demands-Resource Theory to analyze professional quality of life (compassion fatigue/satisfaction) for university faculty members. Research questions are related to the predictive relationship among these variables and outcome of quality of life. While studies have examined various aspects of these relationships, the research is scant regarding higher education faculty. Our findings indicated the job demands, in general, did predict higher compassion fatigue and lower compassion satisfaction. One salient result indicated student related stressors mediated the positive relationship between exposure to student trauma and burnout. When stressors were controlled, trauma no longer predicted burnout. Similarly, when stressors were controlled for compassion satisfaction, there was a positive relationship between exposure to student trauma

and compassion satisfaction. Discussions of student-centered and trauma-informed practices within the classroom require information for how these concepts may affect faculty.

Boies, I. (2025). ***Le leadership au sein d'une équipe-école au regard de la collaboration avec les enseignants en insertion professionnelle*** (Phd, Université du Québec à Trois-Rivières;Université du Québec à Montréal). Consulté à l'adresse https://depot-e.uqtr.ca/id/eprint/12312/

Bouchard, P.-O. (2026). ***Agir sur ses émotions en contexte d'expédition : analyse du travail émotionnel enseignant*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/10547/
Cette recherche s'intéresse au travail émotionnel des enseignants en contexte d'expédition éducative, un environnement pédagogique caractérisé par l'immersion en milieu naturel, l'incertitude et la présence de risques. Si les émotions occupent une place centrale dans la profession enseignante, elles sont encore peu documentées dans des contextes aussi exigeants. L'objectif de cette étude est de mieux comprendre comment les enseignants mobilisent et régulent leurs émotions dans l'action. La recherche s'inscrit dans le programme de recherche du cours d'action (PRCA) et adopte une approche qualitative, située et phénoménologique. Deux enseignants ont été suivis lors d'expéditions éducatives, à travers un dispositif méthodologique combinant récits d'expérience, grilles d'estimation de l'état affectif, observations participantes et entretiens semi-dirigés. L'analyse vise à reconstruire l'expérience vécue des enseignants, en identifiant les inducteurs émotionnels, les stratégies de travail émotionnel, leurs formes et les intentions associées. Les résultats mettent en évidence une diversité d'inducteurs émotionnels, parmi lesquels les élèves occupent une place centrale, mais aussi des éléments spécifiques au contexte d'expédition, tels que le milieu naturel, les exigences physiques ou l'organisation logistique. Trois grandes stratégies de travail émotionnel sont mobilisées : le travail en surface, le travail en profondeur et l'expression authentique des émotions. Ces stratégies prennent des formes variées, notamment la théâtralisation, la non-intervention, la mise en action, la réinterprétation cognitive et la contagion émotionnelle. Elles sont guidées par des intentions principalement liées au maintien du climat de groupe, au soutien pédagogique, à l'autorégulation et à la construction de sens. Cette étude met en lumière la spécificité du travail émotionnel en contexte d'expédition éducative. Elle souligne également le potentiel formateur de ces contextes pour le développement des compétences émotionnelles des enseignants. Enfin, elle ouvre des perspectives pour la formation en éducation en plein air, en intégrant une meilleure compréhension des dimensions émotionnelles de l'activité enseignante. This research focuses on the emotional labor of teachers in the context of educational expeditions, a pedagogical environment characterized by immersion in a natural setting, uncertainty, and the presence of risks. While emotions occupy a central place in the teaching profession, they remain poorly documented in such demanding contexts. The objective of this study is to better understand how teachers mobilize and regulate their emotions in action. The research is grounded in the course-of-action research program and adopts a qualitative, situated, and phenomenological approach. Two teachers were followed during educational expeditions through a methodological design combining story of experience, self-rating scale of emotions, participant observations, and semi-structured interviews. The analysis aims to reconstruct the lived experience of teachers by identifying emotional inducers, emotional labor strategies, their forms, and the associated intentions. The results highlight a diversity of emotional triggers, among which students occupy a central place, but also elements specific to the expedition context, such as the natural environment, physical demands, and logistical

organization. Three main emotional labor strategies are mobilized: surface acting, deep acting, and the authentic expression of emotions. These strategies take various forms, including theatricalization, non-intervention, action-taking, cognitive reappraisal, and emotional contagion. They are guided by intentions mainly related to maintaining group climate, pedagogical support, self-regulation, and meaning-making. This study sheds light on the specificity of emotional labor in the context of educational expeditions. It also highlights the formative potential of these contexts for the development of teachers' emotional competencies. Finally, it opens perspectives for outdoor education training by integrating a better understanding of the emotional dimensions of teaching activity.

Boujut, E., Despax, J., Ridremont, D., & Cappe, E. (2026). **Determinants of stress and burnout in French teachers working with autistic students**. *International Journal of Inclusive Education*, *30*(13), 4248-4266. https://doi.org/10.1080/13603116.2026.2626526
The teaching profession is particularly at risk of stress and burnout, especially when dealing with students with special needs, such as those with autism. In this context, the aims of this study are: (1) to measure the prevalence of burnout among French teachers working with at least one autistic student in their class, and (2) to identify predictors of burnout among these teachers. Questionnaires measuring perceived stress, self-efficacy, coping strategies, perceived social support and burnout were completed by 141 French teachers having at least one autistic student in their class. The results show a high prevalence of burnout, similar to that of the general French teaching population. Transactional variables were the main determinants of burnout in our participants. Theoretical and clinical implications are discussed.

Brown, S. Z. (2026). **From Symbolism to Substance: University Presidents, Executive Risk, and the Future of DEI Leadership**. *Innovative Higher Education*, *51*(5), 2589-2614. https://doi.org/10.1007/s10755-026-09924-2
The field of higher education has experienced significant upheaval in recent years. In particular, the first and second Trump Administrations have directly targeted university presidents who observe diversity, equity, and inclusion (DEI) as central to their institutional mission and values. In response, this paper introduces a novel conceptual framework—the multi-scalar DEI leadership framework—to examine DEI leadership across multiple domains: the micro-level (presidential leadership behavior and decision-making), the meso-level (the university as an organization), and the macro-level (the U.S. sociopolitical climate and federal administration). By analyzing these interdependent levels, the framework illustrates how leadership, organizational dynamics, and sociopolitical conditions mutually shape efforts to sustain DEI principles amid a destabilizing political climate. Through a comparative case analysis of contemporary university presidents—President Wolfe at the University of Missouri (2015) and President Gregory Washington at George Mason University (2025)—this study demonstrates how alignment between presidential leadership at the micro-level and organizational values at the meso-level shapes institutional responses to macro-level sociopolitical pressures. The analysis emphasizes the importance of presidential leadership development, the preservation of DEI principles, and executive risk as mechanisms to mitigate political interference that threatens higher education. Executive risk emerges as a key organizational intervention, as university presidents retain the agency to challenge external pressures, maintain institutional integrity, and support the future of DEI leadership in higher education.

Chen, L. (2026). **The impact of attitudes towards inclusive education on pre-service teachers' inclusive education competence in China: a moderated mediation model of self-efficacy and coursework towards inclusive education**. *International Journal of Inclusive Education*, *30*(13), 4081-4096. https://doi.org/10.1080/13603116.2026.2615723
This study explored pre-service teachers' attitudes towards inclusive education, self-efficacy towards inclusive education, coursework towards inclusive education and inclusive education competence in China, using a three-part survey questionnaire comprising the Multidimensional Attitudes towards Inclusive Education Scale, Undergraduate Normal Students' Inclusive Education Competence Questionnaire and the Teachers' Efficacy in Implementing Inclusive Practices scale. Data obtained from 694 pre-service teachers in the colleges of education at one normal university in Hainan Province in China were analysed using descriptive statistics, correlation analyses, simple mediation analyses and moderated mediation analyses. The results indicated that coursework towards inclusive education moderated the indirect effect of attitudes towards inclusive education on their inclusive education competence, mediated by self-efficacy towards inclusive education in pre-service teachers, and enhancing attitudes and self-efficacy towards inclusive education could improve pre-service teachers' inclusive education competence. These findings have implications for improving pre-service teachers' inclusive education competence and promoting inclusive education in China.

Chen, S., Dai, K., & Cheung, A. C. K. (2026). **Surviving publication pressure collaboratively? Peer co-authorship habitus and capital formation among Chinese doctoral students in humanities and social sciences**. *Higher Education*, 92(4), 2175-2195. https://doi.org/10.1007/s10734-025-01615-9
Despite growing research interest in humanities and social sciences (HSS) doctoral students' publishing practices, little is known about how they navigate peer co-authorship practices in the context of Chinese competitive academic field. Grounded in Bourdieu's thinking tools, this exploratory qualitative study draws on interviews with 29 HSS doctoral students to explore how peer co-authorship serves as a strategy for different types of capital accumulation. Findings reveal that co-authorship is not merely a response to publication pressure; it reflects institutionalized doxa, field hierarchies, and internalized academic habitus. Driven by utilitarian and humanistic motivations, three strategic logics emerge: 1) partnering with like-minded and complementary peers; 2) collaborating with peers with prestigious affiliations and strong publication profiles to enhance symbolic capital and prestige economy; and 3) internalizing the distinctions between international and domestic writing practices. Academic conferences enable them to recognize collaborators and strengthen professional interactions with domestic editors. Doctoral students expand social and scientific capital while also gaining emotional support and resilience through co-authorship. Thus, peer co-authorship becomes a key approach to accumulate and convert different forms of capital, thereby helping students advance trajectories within Chinese academic field.

Chichekian, T., Sverdlik, A., Bélisle, M., Vallerand, R. J., & Maheux, C. (2026). **The Balancing Act of Passion for Teaching and for the Subject in Higher Education**. *Innovative Higher Education*, *51*(5), 1963-1987. https://doi.org/10.1007/s10755-025-09838-5
This study investigates the interplay between faculty members' passion for teaching, passion for their academic discipline, and relational well-being. Utilizing a mixed-methods approach with 97 faculty members from diverse disciplines at a research-intensive university, participants were classified into three passion profiles using k-means clustering based on their levels of passion for teaching, as well as harmonious passion, and obsessive passion for their subject. Those with

balanced passion for teaching and subject expertise exhibited the highest levels of relational well-being, those with low passion for both displayed reduced well-being, and those with high passion for both teaching and the subject demonstrated strong engagement but challenges with work-life balance due to overcommitment. Faculty with balanced passion exhibited the highest levels of relational well-being, whereas those with overall low passion showed reduced well-being. Those with high passion in teaching and in their subject demonstrated strong engagement but faced challenges in work-life balance due to overcommitment. Thematic analysis of qualitative responses explored how faculty expressed and enacted their passion for teaching. The findings underscore the importance of fostering a balanced passion among faculty to enhance well-being and teaching effectiveness while mitigating the risks of obsessive passion, such as burnout. Targeted professional development and institutional policies promoting the maintenance of a balanced passion are discussed to support faculty satisfaction and student outcomes.

Costes, L., & Mounir, H. (2026). **Les éducateurs en milieu scolaire**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 100-113. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/689
The article analyzes the training of educators in the school environment through the "prevention battalions" scheme, designed to combat delinquency and school dropout in working-class neighborhoods. It highlights the collaboration between prevention educators and educational staff, revealing the confrontation between different professional cultures. This encounter generates tensions and requires adjustments in professional stances. The analysis shows that supported reflexivity and learning through practice foster a gradual evolution of professional practices. Feedback and reflection spaces allow professionals to express their difficulties and rethink their interventions. These dynamics extend the effects of research into the field. The field thus emerges as a genuine space for training and sustainable co-learning. Keywords: french national education system, prevention educators, professional culture, training, working-class neighborhoods.

d'Arripe, A., & Fleurent, D. (2026). **Enjeux et défis de la place des personnes ayant l'expérience de la déficience intellectuelle à l'université comme étudiantes, co-formatrices et co-chercheures**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 49-63. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/723
This article examines the place of people with lived experience of intellectual disability (ID) at university through the project DESHMA, which trains pairs to co-teach disability awareness courses. It first explores their role as students, then as teachers once they obtain their co-instructor certificate. The article also analyses their involvement as co-researchers, particularly in the co-writing of scientific publications. The issues raised by these roles are discussed through the lenses of epistemic justice (Fricker, 2007) and the social role valorization framework (Wolfensberger, 1991). The analysis highlights the challenges of co-construction in a context marked by structural asymmetries. This work builds on a communication jointly delivered by a person with ID and a university lecturer-researcher who both took part in the project. Keywords: disability, experiential knowledge, intellectual disability, research, training.

de Geuser, I. (2024). ***Les consultants internationaux et la circulation transnationale des normes éducatives : des idéaux-types aux micromondes sociaux de la consultance en Afrique***

subsaharienne (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse https://theses.hal.science/tel-05802323

The research focuses on the transnational actors that are international educational consultants in the French-speaking world. We question their trajectories, their interactions and their symbolic in public action in education and training, specifically in international cooperation policies and actions. Through this questioning, we seek to understand the upheavals of the professions underway to redefine a new transnational professional activity, as well as the recompositions of governance in education, particularly in the countries of the African continent and its sub-Saharan region. How do international educational consultants and their microworlds reflect transversality, transnational movements and the blurring of boundaries in educational governance in sub-Saharan Africa?The transnational nature of the consultants' work makes it difficult to grasp these actors, and so our position is constrained by our theoretical and empirical openness. We follow in the footsteps of the theories of the sociology of public action, emerged in a context of increasing complexity in governance, and for which the adoption of an interdisciplinarity necessary to grasp the recompositions at work. To observe the operations of cooperation and collaboration between actors, symbolic interactionism guides this research in a conception of social worlds (Becker, 1982). This world metaphor represents the interactions between actors in a collective activity, their trajectories and their symbolic. Finally, the political sociology of the international enables us to go beyond the dichotomies between the micro and the macro, and to link the analysis of the political, the social and the international.The survey is multi-sighted, offline and online, to adapt to the transnational modality of these actors. Seventy-five semi-structured interviews were conducted with consultants, coupled with several hundred digital documents and online ethnographic episodes. NVivo helped to analyse this wealth of qualitative data. Thus, based on the data and our tridisciplinary interactionist sociology approach to transnationalism professional groups, three ideal types of international education consultants were conceptualised: the entrepreneurs, the equilibrists and the purists. This typological tool for consultants and their relationship to formal, social and above all practical norms (Olivier de Sardan, 2021a) is revealed in the analysis of the microworlds of educational consultants: in the evaluation of international cooperation policies in education, in teacher training actions financed by French cooperation and in a European cooperation project for Angolan higher education.At these different scales, the analysis of these cases with regard to this ideal typology demonstrates the standardising and harmonising tendencies of consultants. Nonetheless, we call for a revision and temper of the Consultocracy thesis, because the consultants don't have that much power, except through network effects. Finally, from ideal types to microworlds, we conceive of international educational consultance as a transnational professional activity participating in the movement of educational norms.

Doerrenberg, P., Feldhaus, C., Scholz, P., & Berger, S. (2026). ***Gender Discrimination against Pre-PhD Students: A Field Experiment*** (Working paper N° 439). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://EconPapers.repec.org/RePEc:ajk:ajkdps:439

We conduct a field experiment on gender discrimination against pre-PhD students in academic economics and business administration. We invite the universe of postdocs and professors at German, Austrian, and Swiss universities to a survey on AI in teaching. Invitations are randomly sent by nine male and nine female Master's students. Each student also randomly varies whether their email mentions a PhD intention. Male researchers provide more answers to female students, while female researchers show no average gender difference. PhD intention increases male

researchers' responses to male students. It reduces female researchers' responses to female students, driven mainly by tenured researchers.

Fairlie, R., Khanna, S., Loyalka, P., & Sachdeva, G. S. (2026). ***Affirmative Action, Faculty Productivity and Caste Interactions: Evidence from Engineering Colleges in India*** (Working paper N° 35963). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35963
Affirmative action programs are often criticized because of concerns that they result in lower worker productivity and efficiency losses. We study the relative productivity of workers benefiting from an aggressive affirmative action policy in a setting where hiring constraints are mandated upon employers and are typically likely to bind. In India, colleges are required to reserve approximately 50 percent of faculty hires for individuals from disadvantaged caste and social class groups. We collect and analyze data from a nationally representative sample of 50 engineering and technology colleges in India, some of which randomly assign students to classrooms. We find that reservation category faculty have lower levels of education, lower professorial ranks and fewer years of experience in academia than general category faculty who are not hired through reservations. Yet, even with lower qualifications, we do not detect meaningful differences in instructional quality between reservation category faculty and general category faculty across a wide range of measures that include course grades, follow-on course grades, standardized test scores, dropout, attendance, graduate school plans, and graduation. In fact, we find that, at least for immediate effects on course grades, students taught by reservation category faculty perform slightly better than students taught by general category faculty. We also estimate "teacher-like-me" effects of reservation category faculty on the relative course performance and longer-term outcomes of reservation category students and cannot reject the hypothesis of null effects. Furthermore, even in the face of potential discrimination and resentment against faculty hiring quotas, general category students perform slightly better in classrooms taught by reservation category faculty than general category faculty. Finally, estimates of differences between reservation category and general category faculty in several measures of research productivity and administrative service are small in magnitude and not statistically different from zero. The findings have implications for the heated debates over affirmative action programs found in many countries around the world and in India which is now the largest country in the world.

Feng, R., Xie, Y., Zuo, Y., Yang, W., Wang, N., & Wu, J. (2026). **Presentation-contingent valuation in academic promotion: the moderating roles of aesthetics and information richness**. *Tertiary Education and Management*, *32*(4), 497-515. https://doi.org/10.1007/s11233-026-09185-w
Academic promotion requires evaluators to translate heterogeneous evidence about a candidate into a single consequential decision. Research has documented which achievements count in this process, but has paid less attention to whether the presentation through which achievements are reviewed conditions their evaluative value. We examine this question using archival data from 361 faculty members who applied for promotion at a Chinese research university. Publication productivity and government grant productivity were constructed from administrative records. A large multimodal model for visual scoring and latent Dirichlet allocation topic modelling measured the visual and textual characteristics of candidates' PowerPoint presentations, respectively. Logistic regression results show that both forms of research achievement are positively associated with promotion. This association, however, varies with the presentation. Mean aesthetic quality positively moderates the associations of publications and

grants with promotion, although the publication interaction is only marginally significant when all interactions are estimated together. Aesthetic fluctuation weakens the grant-promotion association but not the publication-promotion association. Information richness shows an asymmetric pattern: it weakens the publication-promotion association and strengthens the grant-promotion association. Theoretically, the study develops a representation-dependent account of commensuration by showing that presentation characteristics condition how heterogeneous achievements are translated into a common promotion decision. Practically, the findings suggest that candidates should match deck design to the informational demands of their records and that universities should use standardized achievement dossiers and criterion-specific ratings to support comparability.

Fulham-McQuillan, H., Thomas, C., Mulcahy, G., Boyle, G. M., Ottewill, A., McGrath, C. I., … Deschênes, S. S. (2026). **The intersection of research culture and researcher mental health and wellbeing: a quantitative study**. *Higher Education*, 92(4), 1893-1914. https://doi.org/10.1007/s10734-025-01601-1

The mental health and wellbeing of the research community is crucial to the health of academic institutions and to research excellence. However, the competitive nature of research and the precarity of many research positions can negatively impact mental health and wellbeing. The present study aimed to examine the intersection of research culture and the mental health and wellbeing in a research community. The study sample included 596 members of the research community in a research-performing university in Ireland in 2023. The data was analysed using network analysis and multiple regression analyses. In a bridging analysis research culture items Feeling pressured to work long hours and Feeling that the research system exploits one's interest in research leading to a heavy workload bridged research culture with work stress. In multiple regressions, this feeling of exploitation was associated with increased symptoms of anxiety depression and decreased wellbeing. A further predictor of poor mental health and wellbeing was agreement that a research career is isolating and lonely. Predictors of decreased and depression symptoms, and increased wellbeing included Agreement that the university understands what constitutes research impact in one's discipline. These findings highlight the need to develop institutional level interventions such as mentorship programmes to address feelings of isolation, co-create transparent workload policies to address feelings of exploitation and work pressures and workload. Future research should explore socio-demographic and research role differences in the bridging analysis.

Ghasemi, F., Özen-Uyar, R., Aoki, N., Herman, K. C., & Reinke, W. M. (2026). **Individual and Professional Factors Associated With Teacher Emotional Exhaustion, Stress, Coping, and Self-Efficacy Across Four Nations**. *Psychology in the Schools*, 63(11), 1631-1651. https://doi.org/10.1002/pits.70189

We surveyed 1223 teachers from Iran, Japan, Türkiye, and the US to examine the relations among individual and professional factors and teacher emotional exhaustion, stress, coping, and self-efficacy. Teachers in all four countries reported high levels of stress, moderate levels of emotional exhaustion and coping, and moderate-to-high levels of self-efficacy. Stress and coping emerged as the strongest predictors of both emotional exhaustion and attrition risk across nations, while self-efficacy served an important protective role. A substantial proportion of teachers were found to be at risk of leaving the profession. These results underscore the urgent need for interventions to promote teacher well-being, especially in US schools and special education teachers, who were identified as being particularly vulnerable. Given the profound impact of teacher well-

being on instructional quality, student outcomes, and the sustainability of the teaching workforce, addressing these risks constitutes a non-negotiable priority for educational policy.

Gibout, C. (2025). **L'Université, un monde de transactions ?** *Pensée plurielle*, *62*(2), 27-38. https://doi.org/10.3917/pp.062.0027
L'analyse à différentes échelles des transactions sociales et spatiales à l'ouvrage au sein des universités est au cœur de cet article. Deux niveaux de gouvernance (national et local), un niveau interpersonnel (enjeux de reconnaissance et de compétence) et un niveau intrapersonnel (relations vie professionnelle vie privée) ont été repérés et présentés dans leurs singularités. Le tout dessine au final une vision complexe des inévitables conflits et nécessaires compromis se déployant dans le monde académique.

Gokturk, D., & Horta, H. (2026). **Academic inbreeding and boundary-making in higher education institutions**. *Higher Education*, *92*(4), 2039-2069. https://doi.org/10.1007/s10734-025-01610-0
Academic inbreeding continues to be a challenge for many universities in both developed and developing higher education systems, and it is not easy to mitigate or eradicate. The practice has been studied from several standpoints, using a variety of methodologies, but efforts to conceptualise academic inbreeding have been limited. In this study, we add to the understanding of academic inbreeding by extending the conceptualisation of this phenomenon. Drawing on the literature, we conceptualise academic inbreeding from an identity-boundary perspective and identify three cultural mechanisms (recruitment, patronage networks, and scientific culture) and two identity mechanisms (beliefs related to immobility and recognition and academic and researcher identity) through which academic inbreeding influences academic agency, behaviour, and work. Our analysis suggests that academic inbreeding can be defined by relational mechanisms linking culture and identity, and that in this identity form academic inbreeding does not entail complete exclusion from groups (inbred vs non-inbred). Based on the identified mechanisms, we propose novel research questions and perspectives that can be used to further the conceptual analysis of academic inbreeding and foster a better understanding of the phenomenon, eventually contributing to its mitigation, eradication, or strategic use.

Gouze, L. E., & Aazmi, K. (2026). **Analyse des représentations du coenseignement développemental dans les dispositifs numériques de formation initiale des enseignants en France, en Belgique et au Québec : regards comparatifs**. *Revue hybride de l'éducation*, *10*(5), 1-34. https://doi.org/10.1522/rhe.v10i5.2074
L'enseignement partagé circule désormais dans des ressources numériques publiques mobilisables en formation initiale. Ces ressources ne décrivent pas les pratiques effectives; elles proposent des termes, des configurations et des règles d'action qui rendent le travail collaboratif pensable pour les futurs enseignants. L'étude compare, par analyse de contenu, six ressources issues de la France, de la Belgique francophone et du Québec. Elle examine la manière dont le coenseignement développemental, la co-intervention et le cosenseignement y sont définis, organisés et régulés. Les résultats dégagent trois régimes de cadrage et un noyau commun centré sur la coplanification, la clarification des rôles et la régulation. La contribution porte ainsi sur les représentations documentaires, et non sur une mesure des usages ou des effets.

Hart, B. (2026). **Performing the epistemorphic in social policy: the case of higher education**. *Journal of Education Policy*, *41*(6), 863-879. https://doi.org/10.1080/02680939.2026.2646220

This paper develops a theoretical argument, aided by illustrative empirical interview data, that the logic of evidence-based policy can lead to a paradox where practice is dissonant with policy aims. Drawing on 21 interviews with higher education administrative practitioners, and from the theoretical insights of Barnes, Wittgenstein, and Baudrillard, the paper explores how concepts such as rigour are learnt and enacted through informal processes of imitation. This results in the development of relatively isolated semantic communities in which the same terms carry divergent meanings which, in turn, leads to the emergence of epistemorphic forms: that is, outputs that mimic the appearance of scientific knowledge. Indeed, it is argued that a singular shared understanding of complex concepts would be a nonsensical agenda, doomed to fail due to the complex nature of conceptual application in the social world. The novel concept is used to theorise how performative compliance with regulatory demands can produce the illusion of rigour whilst in fact belying inevitable terminological pluralism. It concludes by considering the implications of this process for evidence-based governance across different social policy domains, and suggests that what appears as strong evidence might be a simulacrum of scientific authority.

Hasse, R., Hwang, H., & Mormann, H. (2026). **Expanding institutional analysis: helping professionals and the reconstruction of academic individuals**. *Higher Education*, 92(4), 1871-1892. https://doi.org/10.1007/s10734-025-01600-2
This article examines the institutional making of the academic individual amid the ongoing transformation of higher education and universities. By integrating three established foci of institutional analysis—organizational structures, societal discourses, and professional practices—we move beyond conventional approaches that typically consider these dimensions in isolation. Central to our study is the role of new helping professionals—such as grant specialists, career mentors, and emotional support specialists—whose purported task is to empower individuals within organizations, fostering personal development and, in turn, enhancing organizational performance. On the one hand, this new occupational group supports academics in meeting expanded responsibilities; on the other hand, through their professional practices, they simultaneously raise expectations placed on academics and, against this backdrop, identify deficits that are to be overcome. By adopting the threefold approach of institutional theory, we highlight the implications for what it means to be an academic individual and consider the potential consequences for science as a meritocratic system.

Hauk, M. (2026). **Adaptive Performance in Higher Education: Guidelines for Building an Adaptive Work Environment**. *Innovative Higher Education*, *51*(5), 2087-2116. https://doi.org/10.1007/s10755-026-09883-8
Adaptive performance—the ability to adjust to changing work demands—is increasingly vital in higher education institutions, yet limited research has examined its predictors in academic settings. This study explored how work characteristics influence adaptive performance, specifically focusing on individual task, team member, and organizational member adaptivity (Griffin et al., Academy of Management Journal, 50(2), 327–347, 2007). Drawing on the Job Characteristics Model (Hackman & Oldham, 1980) and its contemporary extensions (Hauk, 2025), the study examined 11 work characteristics as predictors, critical psychological states as mediators, and psychological safety as a moderator. Moderated mediation analyses revealed that psychological safety amplified the indirect effects of a sense of responsibility and knowledge of results on adaptive performance, and to a lesser degree, the effects of a sense of meaningfulness—particularly when psychological safety was moderate or high. These results

highlight the role of social and contextual factors in shaping adaptive behavior within academia. This study contributes to the growing body of literature on work design and adaptive performance by extending it to the higher education context. Practically, the findings underscore the importance of cultivating psychologically safe environments that empower academic staff to respond effectively to the evolving challenges of academic work.

Hermanowicz, J. C., & Lei, M.-K. (2026). **Race and Measurement of Publication Productivity Using Sociology as a Case**. *Innovative Higher Education*, *51*(5), 1879-1899. https://doi.org/10.1007/s10755-025-09832-x
Despite a long-standing interest in the sociology of science for how "particularistic" factors condition careers, work on the measurement of publication productivity in higher education has neglected the subject of race. We take initial steps to address this void. Using the field of sociology as a case, we analyze data from 528 academic vitas to examine how race may be configured in differences in publication productivity. Whereas prior work on publication productivity has adopted a natural science model that focuses on articles as the genre of output, we incorporate measures that account for both articles and books, which are institutionalized in fields throughout the humanities and social sciences. The focus on a field allows a view of intricate productivity dynamics in which race inheres: variation in publication productivity by race is nested in the methodological orientation—linked to publication genre—in which academics produce their work. We suggest two mechanisms, personnel decision-making and socialization, as possible ways to mitigate these differences. Using the concept of field consensus, we discuss how findings generated from this study may apply to other fields. The article represents an advance in how to account for between- and within-field variation in publication productivity in science and scholarship.

Horvath, M., Bracken, C. M., Goodell, J. E., Dong, L., Smutak, J. E. J., Olwell, R. B., & Aidja, T. (2026). **Family-Supportive Supervisor Behavior and Flexibility Stigma among Tenure-track Faculty**. *Innovative Higher Education*, *51*(5), 2687-2712. https://doi.org/10.1007/s10755-026-09923-3
Although many universities have policies that pause/extend the pre-tenure probationary period when a faculty member's family adds new children, many faculty members do not choose to use such policies. Drawing from the organizational science literature on family-friendly policies and supports, we propose that such choices may be affected by a perceived 'flexibility stigma.' We hypothesize that department / unit chairs' engagement in family-supportive supervisor behavior (FSSB) relates to lower perceived stigma, which in turn relates to intent to use the policy. Furthermore, we hypothesize that this effect is moderated by gender, as well as whether one is in a position to potentially utilize the policy (i.e., pre-tenure vs. post-tenure). Using a sample of 136 tenured or tenure-track faculty, we examined both individual-level and shared (department-level) perceptions of FSSB, the perceived stigma associated with extending the probationary period for tenure (e.g., pausing the "tenure clock"), and hesitancy to use such a policy. Findings indicated that perceived stigma at both levels are correlated with hesitancy. FSSB relates to both stigma and hesitancy, although, depending on the level, the relationship is moderated differently by gender and tenure status.

Huang, J. (2026). **Pivoting academic Communities, piloting 'Diaspora options': diaspora academicians of Chinese Mainland and Taiwan region**. *Higher Education*, *92*(4), 1975-1997. https://doi.org/10.1007/s10734-025-01607-9

Focusing on diasporic Chinese academicians of the Chinese Academy of Sciences and Academia Sinica, this study revisits the everchanging roles of overseas scholars and academic exchanges in higher education and research system. Specific attentions are paid to three themes: (a) the long-run evolution of diaspora academics' involvement in China, (b) the geographical network of academic communities; and (c) the distribution of academicians across different academic disciplines. As revealed by the analysis, divergent systems of inclusion, citizenship rules, and localization policies reflect each side's balance between internationalization, national diplomacy, and domestic academic identity within academic brain circulation and resistance. Conclusion further highlights a shift from the earlier diaspora option, where overseas Chinese academics facilitated international exchange, to a rising returnee option driven by China's talent policies and global geopolitical tensions. Further implications would not only benefit our conceptual understanding of the 'academic community' from an East Asian perspective, but also offer valuable lessons for transnational (dis-)mobility in higher education.

Ibrahim, A., & Taylor, B. (2026). **Establishing Postliberal Goals: Professional Authority and Partisan Control in Indiana**. *Innovative Higher Education*, *51*(4), 1649-1666. https://doi.org/10.1007/s10755-026-09909-1

This paper examines the shift in authority from the academic profession to state governments in U.S. public higher education. Using a qualitative case study of the controversial passage of Indiana's Senate Enrolled Act 202 (SEA 202), we examine how this change in governance was justified. Through review of legislative records, media reports, and statements from faculty, university leaders, and policymakers, we explore how different actors explained the purpose and control of higher education. Findings show that supporters and opponents of SEA 202 invoked the same concepts—academic freedom, shared governance, and intellectual diversity—but assigned them very different meanings to promote competing ideas of governance. Proponents described partisan state control as a way to fix a faculty profession seen as ideologically dominated, while opponents defended professional authority as a vital safeguard against political interference in higher education's public and private roles. These findings suggest that while SEA 202's passage illustrates the formal authority of states over public higher education, postliberal governance reforms also rely on reinterpreting professional norms. This creates limited but significant pathways for academic professionals to continue defending their role in serving the public.

Janiaud, A. (2026). **Le vécu au travail des personnels des écoles et des établissements scolaires**. *Note d'Information*, (26.48), 1-4. Consulté à l'adresse https://www.education.gouv.fr/sites/default/files/document/depp-ni-2648vecu-au-travail-des-personnelspdf-522912.pdf

Les personnels des écoles et établissements scolaires déclarent également entretenir de bonnes relations avec les autres membres de la sphère éducative. Toutefois, 83 % des personnels estiment être insuffisamment rémunérés et 75 % se disent insatisfaits de leurs perspectives de carrière. Quatre personnels sur dix envisagent de changer de poste, d'affectation ou d'emploi dans les trois prochaines années. La moitié des personnels jugent que la température et l'isolation acoustique des locaux ne sont pas satisfaisantes, tout comme le nombre d'espaces de travail à disposition. Les manques de moyens matériels sont plus fréquemment relevés en éducation prioritaire, de même que les manques de consignes et de formation, notamment en lien avec l'accompagnement des élèves à besoins particuliers. Les contraintes organisationnelles liées aux

horaires de travail sont particulièrement marquées dans le premier degré. Enfin, au cours de l'année scolaire, la moitié des personnels ont été victimes au moins une fois d'une atteinte psychique ou verbale.

Kang, V. Y., Kim, S., Kim, N., Kim, K.-M., Choi, Y.-J., & Wang, J. (2026). **The inclusion-related attitudes and perceptions of early childhood educators in South Korea: a survey study**. *International Journal of Inclusive Education*, *30*(13), 4455-4469. https://doi.org/10.1080/13603116.2026.2641572
It is critical for educators to adapt assessment and instruction procedures and environments to maximise equal learning opportunities for all learners. In South Korea, several studies have examined teachers' inclusion-related competence, self-efficacy, and perceptions; however, there is limited research using a survey method utilising validated scales to measure teachers' perceptions of inclusion. Thus, we assessed factors related to perceptions of inclusion among 319 early childhood educators in South Korea. The analysis identified higher teachers' education levels, completion of inclusion-related licensures or courses, and current practice of inclusion in the classroom as predictors of more positive inclusion-related attitudes and perspectives. Our findings show teachers' reports of benefits, support, challenges, and competencies of inclusion in relation to teachers' demographics and experiences. The findings provide implications for better understanding teacher preparation for inclusive instructional practices in early childhood education.

Kosmützky, A. (2026). **Competition as a catalyst for collaboration: how German universities navigate the paradox of organizational research governance**. *Higher Education*, *92*(4), 2197-2219. https://doi.org/10.1007/s10734-025-01616-8
The article explores the interplay between competition and collaboration in the context of organizational research governance in higher education organizations. Amidst the dynamic landscape of contemporary science and higher education, the paper investigates the paradoxical situation faced by German universities. Fueled by a desire for recognition and resources, these organizations engage in fierce competition for third-party funding and participation in prestigious collaborative research clusters. Yet, their ability to exert influence over research activities, remains limited due to the very nature of research in academia. The study builds on conceptual considerations regarding a paradox in organizational research governance as well as on empirical investigations across German universities and illuminates the mechanisms that universities employ to stimulate collaborative research among their members. The results of the study reveal a range of organizational interventions aimed at promoting collaborative research, particularly in large-scale collaborative projects. These interventions are analyzed in detail, thereby highlighting their distinct roles in shaping collaborative research. The conclusion and discussion sections examine some potential consequences of these attempts as well as selected comparative perspectives.

Lakhal, S., Heilporn, G., & Chauret, M. (2026). **Appréciation des aspects pédagogiques et technologiques d'un SPOC sur la formation hybride en enseignement collégial**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.13500
This article provides a portrait of the learners' assessment of a SPOC (Small Private Online Course) on hybrid courses in college-level higher education. Developed for college-level teachers and pedagogical advisors, this SPOC was offered to six cohorts of learners, in French and in English. Structured primarily in asynchronous online mode with opportunities for interaction, the SPOC also

offered two program options: overview and in-depth. In this study, the learners' assessment of the quality of the SPOC was examined in terms of both its learning potential (quality of the content, support for learning, communication and interactions, learning evaluation) and the technological aspects of its online implementation (visual design, navigation, accessibility). A total of 177 participants completed an online questionnaire, and 20 participants joined four discussion groups. The descriptive statistics and analyses of the t-test results comparing the perceptions of the learners in the Francophone and Anglophone groups, drawn from the qualitative data, were enriched and rounded out by a content analysis of the qualitative data. The highly detailed analysis of the assessment of the quality of the SPOC in relation to the current scientific literature offers pointers for the future design of SPOCs on college-level teaching.

Liera, R., Rodgers, A. J., & Villarreal, C. D. (2026). **Diversity Ideologies and Racial Commodification: Navigating Reappointment, Tenure, and Promotion as Early Career Faculty of Color Amid Organizational DEI Co-optation**. *Innovative Higher Education*, *51*(5), 2287-2310. https://doi.org/10.1007/s10755-026-09892-7

In response to public incidents of police brutality and the rise of the Black Lives Matter movement, leaders at Historically White Research Universities (HWRUs) began publicizing their investments in racial equity as recently as 2020. These investments, however, often lacked the infrastructure necessary for substantive, systemic change. One prominent area of resource allocation was the recruitment and hiring of faculty with expertise and experience in diversity, equity, and inclusion (DEI). We examined how early-career tenure-track (ECTT) faculty of color interpreted their HWRUs' framing of diversity concerning their reappointment, tenure, and promotion preparation. Using the sociological framework of diversity ideology, we analyzed longitudinal focus group data from eight ECTT faculty of color who entered academia during a period when race was positioned as a desirable commodity. Drawing on data tracing participants' experiences with recruitment, hiring, onboarding, and advancement over their first two academic years at HWRUs, we found that these faculty recognized race as being "in vogue" but did not expect their organizations to possess the infrastructure to support meaningful racial equity efforts. While they anticipated surface-level DEI commitments, they encountered tensions between their own scholarly values and the types of impact their institutions expected them to make. Participants described vague tenure and promotion criteria as disempowering, enabling department chairs, deans, and senior leaders to exercise discretion to control faculty who challenged the status quo of whiteness. We offer recommendations for faculty and institutional leaders to disrupt the commodification and exploitation of ECTT faculty of color.

Lin, R., Yu, L., Wu, X., & Ren, J. (2026). **From autism knowledge to resilience: understanding the role of self-efficacy and neurodiversity attitudes of inclusive teachers in China**. *International Journal of Inclusive Education*, *30*(13), 4593-4609. https://doi.org/10.1080/13603116.2026.2645187

As inclusive education expands across China, general education teachers face increasing demands in supporting students with autism spectrum sisorder (ASD) in mainstream classrooms. This study investigates the psychological mechanisms that promote teacher resilience and reduce burnout within inclusive school contexts. A moderated mediation model was tested using survey data from 272 inclusive teachers (87% female; average autism teaching experience of approximately 3 years). The analysis examined how ASD knowledge, inclusive education self-efficacy, and neurodiversity attitudes contribute to burnout outcomes. We show that greater ASD knowledge was associated with reduced teacher burnout, and this relationship was mediated by enhanced self-efficacy in inclusive teaching. Furthermore, neurodiversity-affirming attitudes

significantly moderated the association between ASD knowledge and self-efficacy, such that the positive impact of knowledge was stronger among teachers with more positive attitudes toward neurodiversity. These findings highlight the value of strengths-based approaches to teacher development. They offer actionable insights for designing professional learning environments that empower educators, foster resilience, and support sustainable inclusive education practices.

Liu, X., & Zou, Y. (2026). **A double-edged sword: the effects of authoritarian supervision on research career aspirations among Chinese phd students**. *Higher Education*, *92*(4), 1953-1974. https://doi.org/10.1007/s10734-025-01606-w
Integrating the Cognitive-Affective Processing System (CAPS) and Conservation of Resources (COR) theories, this study investigates how authoritarian supervision may act as a double-edged sword for PhD students' research career aspirations (RCA). We propose dual mediation paths—via perceived insider status (PIS) and emotional exhaustion (EME)—and examine the moderating role of proactive career networking (PCN). Based on a questionnaire survey of 934 Chinese PhD students from 10 universities and using latent moderated structural equation modeling (LMS), we find that (1) authoritarian supervision shows no significant direct effect on RCA but a positive total effect; (2) authoritarian supervision influences RCA indirectly through both PIS and EME; (3) PCN weakens the positive association between PIS and RCA and the negative association between EME and RCA, and further negatively moderates the indirect effects of authoritarian supervision on RCA through these pathways. These findings support a second-stage moderated mediation model and enrich understanding of how and under what conditions authoritarian supervision may foster or hinder Chinese PhD students' RCA. We discuss theoretical contributions, practical implications, limitations, and avenues for future research.

Macfarlane, B., & Chen, L. H. (2026). **Decolonising and re-imagining the concept of the international academic**. *Higher Education*, *92*(4), 2221-2235. https://doi.org/10.1007/s10734-025-01617-7
This conceptual paper problematises the notion of the 'international academic', a phrase that is strongly influenced by a post-colonial legacy. It is a term of prestige based almost entirely on an academic's de jure race, nationality or citizenship rather than a person's de facto international scholarly reputation. In order to decolonise the concept, it is argued that objective criteria, including citation data, and esteem markers such as keynotes and doctoral examining undertaken internationally, should be applied in respect to identifying 'international academics' rather than relying on criteria that exclusively reference nationality or citizenship. Using Merton's concept of locals and cosmopolitans, it is further contended that institutions should focus on identifying and nurturing 'cosmopolitans at home' as part of their internationalisation strategies, home born and educated scholars who can be encouraged to develop a strong international reputation, rather than over-relying on recruiting foreign born academics many of whom are, in effect, 'locals from abroad'. This implies that universities seeking to internationalise need to pay more attention to developing the international orientation of early career academics and review reward and promotion systems, especially at the full professorial level, to place more emphasis on international rather than local or national criteria.

Médioni, M.-A. (2026a). ***Enseigner et former: les paradoxes de l'éducation***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1504-enseigner-et-former.html

Peut-on parler d'un temps où le métier d'enseignant a pu être considéré comme facile, épanouissant, valorisant ? Depuis bien longtemps, il est plutôt considéré comme un métier difficile, qui ne ferait plus rêver, dans un contexte décourageant à dessein, démobilisateur à souhait. Le métier, dès lors, s'en trouve souvent empêché. Pour autant, des enseignants témoignent de leur intérêt pour ce métier et de leur engagement quotidien, animés par un « optimisme pédagogique », convaincus de la nécessité d'une bataille culturelle à mener pour l'égalité et l'émancipation. Le métier d'enseignant et de formateur est un métier de paradoxes dans lequel on se trouve en permanence obligé de penser les aspects contradictoires d'une même réalité. Ce deuxième volume de la série des Paradoxes de l'éducation est plus particulièrement centré sur le métier d'enseignant et d'éducateur : métier rendu difficile par une institution trop souvent maltraitante et par une formation qui en accentue le dramatisme et ne permet pas au monde enseignant de se désengluer de toute une série de croyances et de peurs qui polluent sa pensée et son imaginaire et dont il faut qu'il se défasse pour pouvoir retrouver un pouvoir d'action. Les trois ouvrages qui constituent un ensemble sur les paradoxes de l'éducation — Apprendre et faire, le premier, plus particulièrement centré sur l'apprenant ; Évaluer, le troisième, qui sera consacré à la question vive, épineuse et polémique de l'évaluation — veulent s'inscrire dans cette bataille, sans angélisme, mais pour redonner valeur et saveur à un métier qui vaut la peine d'être choisi et assumé… à condition de bénéficier de l'outillage tant théorique que pratique qui permette d'y trouver du sens et du plaisir. Comme une entreprise de désintoxication : comprendre où sont les carcans, les empêchements, les enjeux de ce qui fait blocage ; (re)découvrir les avancées de la recherche et les perspectives qu'elle offre ; (re)découvrir des pratiques concrètes qui ouvrent des possibles et à partir desquelles on peut inventer encore ; mais aussi connaître les amonts, l'histoire du métier et des grandes notions qui le constituent, « les secrets de fabrication », sans quoi il est impossible de comprendre les enjeux et de participer aux débats d'aujourd'hui.

Médioni, M.-A. (2026b). ***Évaluer: les paradoxes de l'éducation***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1528-evaluer-.html
Peut-on parler d'un temps où le métier d'enseignant a pu être considéré comme facile, épanouissant, valorisant ? Depuis bien longtemps, il est plutôt considéré comme un métier difficile, qui ne ferait plus rêver, dans un contexte décourageant à dessein, démobilisateur à souhait. Le métier, dès lors, s'en trouve souvent empêché. Pour autant, des enseignants témoignent de leur intérêt pour ce métier et de leur engagement quotidien, animés par un « optimisme pédagogique », convaincus de la nécessité d'une bataille culturelle à mener pour l'égalité et l'émancipation. Le métier d'enseignant, et de formateur, est un métier de paradoxes dans lequel on se trouve en permanence obligé de penser les aspects contradictoires d'une même réalité. Ce troisième tome de la série des Paradoxes de l'éducation est consacré à la question vive, épineuse et polémique de l'évaluation, une dimension capitale dans l'enseignement et l'apprentissage, qui n'a fait que grandir jusqu'à devenir une obsession, pourrait-on dire, ces dernières années, au point qu'on parle actuellement de « folie » ou de « tyrannie », voire de dangerosité de l'évaluation. L'évaluation, pourtant, devrait être une ressource essentielle pour l'apprentissage et une opportunité pour les enseignants, un défi professionnel pour la transformation des conceptions et des pratiques. Les trois ouvrages qui constituent un ensemble sur les paradoxes de l'éducation – Apprendre et Faire, le premier, plus particulièrement centré sur l'apprenant ; Enseigner et Former, le deuxième, où les paradoxes du métier sont regardés depuis la perspective de l'enseignant et du formateur – veulent s'inscrire dans cette bataille, sans angélisme, mais pour redonner valeur et saveur à un métier qui vaut la

peine d'être choisi et assumé… à condition de bénéficier de l'outillage tant théorique que pratique qui permette d'y trouver du sens et du plaisir. Comme une entreprise de désintoxication : comprendre où sont les carcans, les empêchements, les enjeux de ce qui fait blocage ; (re)découvrir les avancées de la recherche et les perspectives qu'elle offre ; (re)découvrir des pratiques concrètes qui ouvrent des possibles et à partir desquelles on peut inventer encore ; mais aussi connaître les amonts, l'histoire du métier et des grandes notions qui le constituent, « les secrets de fabrication », sans quoi il est impossible de comprendre les enjeux et de participer aux débats d'aujourd'hui.

Mikkonen, M., de Andrade, L. A., Lundborg, S., Pekkola, E., & Geschwind, L. (2026). **Board governance priorities in higher education institutions: comparative analysis of board members' visions in Finland and Sweden**. *Higher Education*, 92(4), 1851-1870. https://doi.org/10.1007/s10734-025-01599-6

This study examines the perceived governance roles of university boards in Nordic higher education, focusing on Sweden and Finland as case examples. In light of global governance reforms, this research aims to explore how board members in Finnish and Swedish university governance systems perceive their roles. The theoretical framework builds on layered governance styles and the literature on board roles. The findings contribute to the discussion of Nordic higher education governance by exploring the visions of board members regarding board governance, which is a relatively under-researched area. This comparative approach not only sheds light on commonalities due to shared historical, social, and political ties between the two countries but also highlights differences through an analysis of key factors and issues that distinguish board governance in these countries. This analysis enriches the understanding of board governance in the Nordic context.

Moëns, H., Ganzitti, M., Baco, C., & Borgies, C. (2026). **Évaluation de deux formations de maitres de stage par l'analyse de l'évolution du sentiment de maitrise et de la satisfaction des participant·es**. *Revue hybride de l'éducation*, *10*(4), 1-40. https://doi.org/10.1522/rhe.v10i4.1934

En Belgique francophone, il n'existe pas de formation offerte par toutes les institutions de formation pour les maitres de stage (enseignant·es associé·es au Québec), malgré leur action importante auprès des stagiaires en enseignement. Cet article propose l'analyse de l'évolution des besoins de formation et de la satisfaction des participant·es à deux formations organisées par des Hautes Écoles, réalisée grâce à un questionnaire de type prétest/post-test. Après la formation, bien que le niveau de maitrise général déclaré des participant·es ait augmenté, certains aspects de la fonction de maitre de stage constituent toujours un besoin de formation. Ces résultats, encourageants, soulignent toutefois l'importance d'une formation plus longue.

OECD. (2026a). ***Co-constructing Visions for the Future of Teaching***. https://doi.org/10.1787/6211411f-en

What if we create the space to think collectively about the future of teaching? The OECD New Professionalism and the Future of Teaching project did just this in four education systems in 2024-26. A specific methodology was developed to help professionals with various roles and responsibilities within and outside the education system work together to co-create preferred visions for the future of teaching. They used and reflected on international and national evidence, including on how the nature of professionalism itself is changing, with greater focus on connective relationships, flexibility in career pathways and development opportunities. What will this mean for teaching? How can we create a future that respects current teachers, attracts new

teachers and addresses emerging issues in education? How can we diversify roles within teaching? This report shows the knowledge base for this work and identifies common features across the visions developed by participants. It includes a set of visions contributed by leading minds in education. In sum, it highlights how taking time to think about the future we would like can be a positive and motivating experience that leads to identifying concrete steps on how to collectively get there.

OECD. (2026b). ***Raising the quality of teaching in Kuwait through teacher licensing and appraisal*** (24e éd.) [OECD Education Spotlights]. https://doi.org/10.1787/07bb6372-en
This brief provides recommendations to Kuwait on strengthening teacher policy to support the development of a high-quality teaching profession. Drawing on international experience, it aims to inform policy discussions on current and planned reforms, including the introduction of national teacher standards and a teacher licensing framework. The brief reviews the strengths and challenges of existing policies governing entry into teaching and early-career support, with a particular focus on selection into the profession, initial teacher education, induction, mentoring and appraisal. It concludes with policy recommendations to support the development of national teacher standards and the design and implementation of teacher licensing and appraisal systems. The findings and recommendations may also be relevant to other countries pursuing reforms discussed in this brief.

OECD. (2026c). ***The Value of School Principals in TALIS 2024***. https://doi.org/10.1787/a2cdb777-en

Perrenoud, M. (2026). **Imaginer une nouvelle institution pour y dire publiquement le commun des métiers de l'enseignement**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2658
Cette intervention invite à l'imagination d'une nouvelle institution dédiée à projeter certains enjeux de l'alternance en formation à l'enseignement dans un espace qui ne soit ni celui de l'un ni celui de l'autre des partenaires de l'alternance (scolaires et tertiaire), c'est-à-dire un tiers espace. Une forme d'autorité renouvelée des protagonistes serait en jeu, tournée vers le renforcement d'une capacité à dire publiquement une responsabilité conjointe de la formation au métier et de son exercice dans une perspective d'engagement social et démocratique de la profession.

Perrenoud, M., & Bouchetal, T. (2026). ***Sous le dur métier, le beau travail ? les pratiques enseignantes entre expériences et exigences professionnelles***. Consulté à l'adresse https://www.editionsbdl.com/produit/sous-le-dur-metier-le-beau-travail/

Petillion, R., Forneris, T., & Young, R. (2026). **Evaluation of a Campus-wide Teaching Assistant Training Program**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22888
Teaching assistants (TAs) play a pivotal role in higher education as they spend a significant amount of time supporting student learning and are often perceived by students as approachable and valuable mentors. In recent years, many large post-secondary institutions have offered centralized teaching assistant training programs, as well as in-depth faculty or department-specific programs. However, despite the acknowledgment of their significance, less is understood regarding the development, delivery, and evaluation of TA training programs,

particularly ones that are centralized. This study sought to evaluate a newly developed centralized TA training program to understand the experiences of TAs as well as their perceived needs and recommendations to be able to fulfil their TA duties. This is a mandatory, paid training, and is offered through both in-person and online modules to all first-time teaching assistants across all schools and faculties. A unique component of this program is that the TAs are paid for their training hours. Survey data and semi-structured interviews illuminated the level of utility of each learning module as well as gaps that have been overlooked in the training. Overall, the results provide a good understanding of the TAs' experiences with the training as well as recommendations for refinement of the training.

Pov, S., & Kawai, N. (2026). **The influence of training on attitudes, concerns, and efficacy of pre-service teachers towards inclusive education in Cambodia**. *International Journal of Inclusive Education*, *30*(13), 4577-4592. https://doi.org/10.1080/13603116.2026.2645184
Research on the impact of inclusive education training has presented mixed findings, suggesting that generalising its effectiveness across contexts is not universally applicable. Evidence from Cambodia remains scarce. This survey study investigated the influence of inclusive education training on pre-service teachers' attitudes, concerns, and self-efficacy towards inclusive education. The study involved 148 pre-service teachers from a teacher education college. Data were collected through a survey comprising demographic information and three standardised instruments: the Teacher Attitudes Towards Inclusion Scale (TATIS), the Concerns about Inclusive Education Scale (CIES), and the Teacher Efficacy for Inclusive Practices (TEIP) scale. Descriptive statistics, reliability tests, and Independent Sample t-Tests were employed to analyse the data. The findings revealed significant differences in pre-service teachers' attitudes towards inclusive education based on their training experience. Specifically, those with training experience expressed significantly less favourable perceptions of including students with mild-to-moderate disabilities and their professional roles in supporting inclusion compared to those without such training. No significant differences were found between the groups in their overall concerns or self-efficacy in implementing inclusive practices. The results are discussed with practical implications for improving pre-service teachers' attitudes and better preparing them to implement inclusive practices.

Rodriguez-Pomeda, J. (2026). **Gender, merit, and social capital in national accreditation: time to tenure-track promotion in spanish management and organization studies**. *Tertiary Education and Management*, *32*(4), 375-390. https://doi.org/10.1007/s11233-026-09181-0
Women remain underrepresented in senior academic positions despite formal, ostensibly meritocratic promotion systems in many European countries, including Spain. National accreditation by the Spanish quality and accreditation agency (ANECA) is a mandatory gateway for promotion to permanent university positions, yet little is known about whether gender, meritocratic achievements, and social capital shape the time needed to obtain accreditation. This article analyses 751 accreditation processes in the field of Management and Organization Studies, focusing on applications for profesor titular (associate professor) and catedrático (full professor) positions. The dependent variable is processing duration in days, while predictors capture gender, target rank, scientific merit (h-index), supervisor prestige, and the strength of the co-authorship relationship between applicants and their doctoral supervisors. Robust multiple regression, complemented with polynomial specifications and subgroup models, shows that accreditation decisions are processed slightly faster for applicants to profesor titular (associate professor) than to catedrático (full professor), and for candidates with higher h-indices

and more prestigious supervisors. Stronger co-authorship ties to supervisors are associated with longer processing times, and the overall explained variance remains modest. Gender does not significantly predict processing duration once other variables are controlled for, although exploratory subgroup evidence suggests that the association between merit and processing time may differ across gender and rank. The findings nuance existing claims about gendered disadvantage in Mediterranean national accreditation systems, highlighting the limits of using processing time as a proxy for bias and pointing to the need for richer data on success probabilities, committee composition, and informal networking mechanisms.

Sengupta, S., Joshi, R., & Ojha, P. (2026). **The invisible and visible wounds of toxic leadership in academia: Insights from reflective journaling by Indian private university teachers**. *Tertiary Education and Management*, *32*(4), 453-473. https://doi.org/10.1007/s11233-026-09186-9
Toxic academic leadership in higher education institutions (HEIs) undermines university teachers' well-being, education quality, and organizational climate. The shift towards managerialism in private HEIs, with institutions adopting corporate management models, has resulted in more hierarchical leadership forms. Given the context of Indian private HEIs and using the theoretical lens of Leader-Member Exchange Theory and Affective Events Theory, this study explores the profound psychological impacts of toxic leadership on university teachers and their coping mechanisms. The study adopts a qualitative research design in which seventeen university teachers from various Indian private universities were asked to fill reflective journal entries about their interactions with their leaders over a period of one month. Thematic analysis of the entries led to two broad themes – Invisible implicit wounds and Visible explicit wounds. While invisible implicit wounds consist of emotional distress, mental health deterioration, and erosion of self-esteem, the visible explicit wounds consist of depletion of intellectual resources, surge of cynicism, and betrayal of trust and equity. In addition to these, four coping strategies also emerged that included – seeking social support, avoidance and withdrawal, professional disengagement, and active resistance and confrontation. Theoretical and practical implications are also discussed.

Numérique et éducation

Beaudoin, M.-S., & Macfadyen, L. P. (2026). **Self-Regulated Learning Skills Contribute to Academic Success and Academic Resilience in First-Year Students Enrolled in an Online Physiology Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22491
Self-regulated learners can independently plan, carry out, and evaluate their own learning process, and self-regulated learning (SRL) is positively associated with academic success. However, youth, limited post-secondary experience, and online delivery are all factors independently associated with poorer SRL skills. Since the COVID-19 pandemic, online course offerings have flourished, creating unprecedented challenges for first-year undergraduate students. Using a mixed-method approach, this study examined how SRL attitudes and behaviours contributed to the success and/or resilience of students enrolled in an online introductory physiology course. SRL skills were significantly associated with students' final grades. High-achieving students also planned to use more learning strategies that are supported by evidence compared to their lower-achieving peers. Importantly, SRL skills also contributed to student ability to improve throughout the term. "Greatest improvers" adequately identified necessary changes to their study methods and were more likely to do so early in the semester,

compared to less resilient students. Conversely, an astounding 60% of low-achieving students who expressed dissatisfaction with their midterm exam grades were unable to identify alternate learning strategies to prepare for the final exam. This suggests that having a more extensive "SRL studying toolbox" allows students to choose task-appropriate study methods and to adjust their learning behaviors when necessary. Promoting academic success for entry-level students in online environments requires more than teaching course content. Rather, it necessitates instructional methods that scaffold SRL to encourage students to adopt effective learning techniques and attitudes.

Brosch, H., Langer, C., Lergetporer, P., Mueller, S., Pfeifer, H., & Tschoepe, N. (2026). **Task Expansion with Generative AI: Experimental Evidence on Middle-Skilled, Early-Career Workers**. *CESifo Working Paper Series*. Consulté à l'adresse https://ideas.repec.org//p/ces/ceswps/_13045.html
Does generative artificial intelligence (AI) expand the set of tasks that middle-skilled, early-career workers can successfully perform? In a field experiment with 673 final-year IT apprentices at twelve German vocational schools, we randomly assign access to AI for completing occupation-specific tasks. To identify task expansion, we study tasks both within the apprenticeship curriculum and deliberately beyond it. AI raises productivity substantially across all task types, with gains tending to be larger on tasks where performance without AI is lowest. Crucially, productivity increases by 26–31 percentage points on tasks beyond apprentices' formal training, providing direct evidence of AI-enabled task expansion. These productivity gains do not come at the cost of reduced immediate task comprehension. Treatment effects are generally larger among apprentices with above-median AI literacy.

Cancellaro, G. (2026). **A discourse analysis of guidelines for artificial intelligence in education policy**. *International Review of Education*, *72*(5), 915-926. https://doi.org/10.1007/s11159-025-10218-6
This research note examines how international organisations and supranational entities are addressing the ethics of artificial intelligence (AI) in education, with a particular focus on the guidelines they have published. It seeks to identify common themes covered in these guidelines. Drawing on eight official documents published by international and regional organisations, the research note aims to map the international discourse on the topic up to 2024 and to demonstrate that, despite regional differences, there are shared approaches to framing the regulation of AI in education policy across regions.

Chea, P., & Deng, F. (2026). **Assets and Threats of Generative AI in Higher Education: Exploring Chinese Postgraduate Students' Perceptions**. *Innovative Higher Education*, *51*(5), 2163-2210. https://doi.org/10.1007/s10755-026-09886-5
Generative artificial intelligence (GenAI) has rapidly entered higher education, reshaping how students learn, produce, and engage with knowledge. This study explored postgraduate students' perceptions of GenAI as both an educational asset and a potential threat. Using a mixed-methods design, data were gathered from 217 postgraduate students across multiple universities in Mainland China through an online survey combining quantitative measures and open-ended reflections. Findings indicated that students widely recognized GenAI's usefulness for enhancing learning efficiency, creativity, and academic writing, while simultaneously expressing concern about its ethical implications, possible overdependence, and the erosion of critical thinking skills. Students' views reflected a balanced awareness of GenAI's promise and peril, illustrating how enthusiasm and caution coexist in contemporary learning contexts. The

results suggest that higher education institutions should move beyond polarized debates and focus on fostering ethical literacy, critical engagement, and pedagogical strategies that empower learners to use GenAI responsibly and effectively.

Christodoulou, E., & Zembylas, M. (2026). **Artificial intelligence as a site of global educational governance: the case of UNESCO**. *Journal of Education Policy*, *41*(6), 880-903. https://doi.org/10.1080/02680939.2026.2646218
This article critically examines UNESCO's engagement in the global governance of artificial intelligence in education (AIED). Through a structured website mapping and a qualitative document analysis of key documents published between 2019 and 2025, the paper shows how UNESCO constructs AI as an object of educational policy, articulates normative frameworks, and positions itself as the leading actor in shaping the governance of AI in educational systems. Drawing from interdisciplinary debates on legitimacy, norm diffusion, AI ethics and global governance, this paper analyses the ways in which UNESCO negotiates internal and external dilemmas and challenges. The analysis shows that while UNESCO's discourse champions human rights, ethics, and inclusion, it also reveals underlying tensions, discrepancies as well as oscillating discourses of slow 'ethics' vs rapid 'transformation'. We argue that the ambivalences and tensions that emerge are not only by-products of 'bureaucratic pathologies' but also strategies that UNESCO adopts in order to reassert its legitimacy in the global governance of education and respond to contradictory demands among normative commitments, the national priorities of Member States, and agendas of Big Tech.

Cruces, G., Fernández Meijide, D., Galiani, S., Gálvez, R. H., & Lombardi, M. (2026). ***Does Generative AI Narrow Education-based Productivity Gaps? Evidence from a Randomized Experiment*** (Working paper N° 14819). https://doi.org/10.18235/0014578
Does generative artificial intelligence (AI) reinforce or reduce productivity differences across workers? Existing evidence largely studies AI within firms and occupations, where organizational selection compresses educational heterogeneity, leaving unclear whether AI narrows productivity gaps across individuals with different levels of education. A related question is whether the productivity gains from AI reflect productive use of the tool or mere delegation, fading once AI is unavailable, and whether the answer differs across education groups. We address both questions using a randomized online experiment outside firms, in which 1,174 adults aged 2545 complete an incentivized, workplacestyle business problem-solving task with or without a generative-AI assistant, followed by a non-AI-assisted follow-up module. AI increases performance for all participants, with substantially larger gains for lower-education individuals. In the control group without AI, higher-education participants outperform lower-education participants by 0.548 standard deviations; with AI, this gap falls to 0.139 standard deviations, closing about three-quarters of the initial gap. Chat-log measures explain both why this gap narrows and why it does not disappear: lower-education participants successfully obtain substantial assistance from AI, while higher-education participants use the tool somewhat more effectively across several margins. The follow-up results showthat these gains are not purely driven by delegation; treated participants do not perform worse than controls once AI is removed, and lower-education participants retain part of their gain, although a sizable education gap re-emerges. Consistent with this interpretation, intensive use of the assistant produces strong task performance regardless of how much time and effort participants devote themselves, but follow-up performance is substantially higher only when intensive AI use is combined with sustained effort on the task. We interpret these findings as evidence that generative AI narrows effective

productivity differences in task execution while underlying human-capital differences continue to shape unassisted performance and effective use of the tool.

Dabla, D. (2026). ***Choisir une université à l'ère des réseaux socionumériques : entre classements et paroles ... de pairs***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/choisir-une-universite-a-l-ere-des-reseaux-socionumeriques/87009?srsltid=AYCX9vLu0iTSKcZIBjMEhGbkriTSSHk4dT0t6XGk2LJwvGRANDkiaVGN
Cet ouvrage interroge le rôle des recommandations entre pairs en ligne dans l'attractivité des universités et villes étudiantes françaises. Il repose sur l'analyse thématique d'un corpus Reddit ainsi que l'analyse de données quantitatives et qualitatives collectées auprès d'étudiants et d'acteurs institutionnels. Confrontant l'expertise institutionnelle à l'expérience étudiante, l'analyse révèle un relatif désaveu des dispositifs de classements internationaux au profit de l'expertise expérientielle portée par les étudiants et anciens étudiants eux-mêmes. La démarche questionne également la place des médias spécialisés dans les enjeux de réputation et d'attractivité universitaire. Dans ce cadre, un intérêt particulier est porté au média l'Étudiant, auteur de plusieurs classements universitaires.

Dang, H.-A., & Behrman, J. (2026). ***From cheap answers to lasting learning: AI tutoring and educational inequality*** (Working paper N° 1861). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1861
Nearly half of 15-year-old students in OECD countries, and more in some poorer countries, use AI weekly for learning. Generative AI makes schoolwork help cheap for connected students, but cheaper help need not yield lasting learning. We link the economics of supplementary education with learning science to examine how effort, entry costs, public provision and assessment shape AI tutoring's benefits. Randomized trials find gains and losses varying by setting, use and outcome, while lasting, equitable gains remain uncertain. We distinguish program effects from generative AI's contribution, compare full costs with alternatives, and propose decision rules and a trial design.

Dang, H.-A., & Do, M. N. N. (2026). ***Making AI tutoring work for poorer schools*** (Working paper N° 1844). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1844
Generative AI can make schoolwork look better without making students better at it. AI tutors could reach families who cannot afford human tutors, but whether they narrow learning gaps depends on policy. Randomized trials in Ghana, Nigeria and Sierra Leone show that AI-supported programs can raise learning measured without AI. Yet they do not isolate what works, and a large trial in rural China found no gain from AI personalization over non-personalized practice. This essay suggests that education systems, in Africa and beyond, judge complete programs rather than chatbots: by what students learn without AI, who benefits, and how they compare with feasible alternatives at full cost.

Davis, O. (2026, novembre 8). **Et si Socrate était le meilleur allié des enseignants face à l'intelligence artificielle ?** https://doi.org/10.64628/AAK.vaa6shjed
Les dialogues de Platon montrent qu'apprendre, c'est en grande partie reconnaître ce que l'on ignore à travers un va-et-vient de réflexions. Face à l'intelligence artificielle, qui sait si bien répondre, la méthode socratique pourrait renouveler l'évaluation des étudiants.

Donval, B., Pirolli, F., Cretin-Pirolli, R., & Pierrot, L. (2026). ***Educational Digital Commons, mediation and stakeholders' perspectives: an approach based on uses and information practices***. Consulté à l'adresse https://hal.science/hal-05847871

Fourie, J. (2026). ***When Everyone Writes Well: The Economics of Writing with AI*** (Working paper N° 09/2026). Consulté à l'adresse Stellenbosch University, Department of Economics website: https://EconPapers.repec.org/RePEc:sza:wpaper:wpapers399
Writing produces two things: the manuscript published now and the capability its author will hold next year. Artificial intelligence can raise the first while lowering the second, and which happens depends on the task the author delegates. The relevant comparison is between workflows rather than between using and refusing AI. This article separates writing into its tasks and applies a standard tool of economics to each, synthesising existing models into five predictions. Cheaper drafting lets an author test more versions of an argument, and the largest gains should go to researchers writing in a second language, whose language costs are unrelated to their evidence. Manuscript studies, including new evidence from economics working papers, fit this pattern, although they measure prose and output rather than argument quality. Polishing prose with a model while delegating the first formulation of a problem can leave a better text and a weaker author, and it makes the generated draft an anchor and a default. Cheap fluency makes polished prose a weaker guide to the underlying research. The evidence is uneven, and I note where it is thin. As models improve, the bottleneck moves, and so does the division of labour between author and machine.

Gouze, L. E., & Aazmi, K. (2026). **Analyse des représentations du coenseignement développemental dans les dispositifs numériques de formation initiale des enseignants en France, en Belgique et au Québec : regards comparatifs**. *Revue hybride de l'éducation*, *10*(5), 1-34. https://doi.org/10.1522/rhe.v10i5.2074
L'enseignement partagé circule désormais dans des ressources numériques publiques mobilisables en formation initiale. Ces ressources ne décrivent pas les pratiques effectives; elles proposent des termes, des configurations et des règles d'action qui rendent le travail collaboratif pensable pour les futurs enseignants. L'étude compare, par analyse de contenu, six ressources issues de la France, de la Belgique francophone et du Québec. Elle examine la manière dont le coenseignement développemental, la co-intervention et le cosenseignement y sont définis, organisés et régulés. Les résultats dégagent trois régimes de cadrage et un noyau commun centré sur la coplanification, la clarification des rôles et la régulation. La contribution porte ainsi sur les représentations documentaires, et non sur une mesure des usages ou des effets.

Han, F., Yan, T., & Deng, M. (2026). **Effectiveness of AI-generated visual scaffolds for reading comprehension in Chinese inclusive classrooms**. *International Journal of Inclusive Education*, *30*(13), 4297-4317. https://doi.org/10.1080/13603116.2026.2630218
Reading comprehension remains a significant challenge for students with reading difficulties in Chinese inclusive classrooms. This study examined the effectiveness of ReadVision, an AI-generated visual scaffolding designed to support text processing through semantically aligned images. A quasi-experimental study with repeated measures was conducted with 146 third-grade students with reading difficulties across 21 inclusive classrooms. Results showed that students receiving the intervention demonstrated significantly greater improvements in overall reading comprehension than their peers, with particularly strong gains in inferential

comprehension. Although gains attenuated slightly after the intervention, a meaningful advantage was maintained at delayed post-test. These findings provide classroom-based evidence that AI-generated visual scaffolding, when designed as instructional supports, can enhance reading comprehension among students with reading difficulties and underscore the potential of AI-supported visual interventions for inclusive and equitable literacy instruction.

Hopper, C., Ranlett, S., Kumpan, L. T., & Fukuzawa, S. (2026). **Fostering Student Collaboration in an Online Asynchronous Problem-based Learning Webtool**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.17334
The scholarly landscape is shifting towards online knowledge production and consumption. Understanding the effect this digital shift has on teaching in practical and collaboration-based contexts is timely since many online applications and webtools are being developed to promote student engagement in asynchronous online courses across a variety of disciplines. The Virtual Mystery (VM) webtool was created for large in-person courses to provide online asynchronous student collaboration in the form of hybridized problem-based learning case studies to small groups of students. This study examines the impact of course delivery (online vs blended) on these group collaborations and quality of work for the VM webtool. This paper analyzes anonymous student survey data from six iterations of a large first-year archaeology and biological anthropology course with two different modalities (online vs blended). Quantitative data was collected from students through course surveys using a Likert scale. Qualitative data was collected from student survey reflections and analyzed in relation to the Community of Inquiry (CoI) framework. While the VM exercises create a learning environment that inherently incentivizes critical thinking creating a strong Cognitive Presence for students in the CoI framework, results indicate key weaknesses to Social and Teaching Presence in online learning environments. In particular, this is related to the loss of group communication and the desire for more interaction with teaching assistants and instructors. This study reveals that in online courses, additional course-mediated mechanisms may be needed to facilitate and maintain collaboration/communication between student group members in informal social interactions in online hybridized problem-based learning projects.

Hou, Y. (2026). **What do we mean by "AI Integration"? Toward a typology of integrating artificial intelligence in higher education**. *Higher Education*, 92(4), 1915-1933. https://doi.org/10.1007/s10734-025-01603-z
Artificial intelligence (AI) is widely recognized as a transformative force in higher education, yet the term "AI integration" remains conceptually underdeveloped. As institutions increasingly adopt AI for teaching, learning, and administrative functions, it becomes urgent to clarify what integration entails. This article proposes a typology of AI integration consisting of three interrelated dimensions: (1) AI as pedagogical infrastructure, which includes tools and platforms that support instruction and academic operations; (2) AI as curricular or professional content, which concerns the teaching of AI-related knowledge and skills; and (3) AI as sociotechnical context, which frames AI as a structural and cultural force shaping educational norms and institutional values. Drawing on insights from educational technology, curriculum studies, and sociotechnical systems, the typology offers a structured lens to support intentional, reflective, and context-sensitive approaches to AI adoption in higher education. By identifying distinct assumptions and implications tied to each dimension, the article contributes to ongoing discussions about equity, ethics, and institutional change in the digital age.

Huan, N. D., & Van, N. T. B. (2026). **Measures to Enhance the Role of Digital Competence in Lower Secondary School English Language Teaching**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 331-340. https://doi.org/10.59324/ejahss.2026.3(5).26
Against the backdrop of digital transformation in education, digital competence plays an important role in improving the quality of English language teaching at lower secondary schools. This paper draws on document analysis and synthesis, theoretical systematisation, and a survey of 27 school administrators and 45 English language teachers to propose measures for enhancing digital competence in teaching and to assess their feasibility. Five measures are proposed: developing teachers' digital competence; strengthening their ability to design and use digital learning resources; innovating teaching methods and formats; expanding the use of technology for assessment and feedback; and promoting professional collaboration while ensuring the necessary implementation conditions. All five measures were rated as feasible, providing an initial basis for developing digital competence in alignment with subject-specific requirements and schools' practical circumstances.

Kavua, M. M., & Šiška, J. (2026). **Challenges and opportunities in using digital literacy to facilitate learning for students with disabilities**. *International Journal of Inclusive Education*, *30*(13), 4610-4626. https://doi.org/10.1080/13603116.2026.2642966
The digital revolution has reshaped the landscape of education, offering new opportunities for learning. However, these benefits are not equally accessible to all educators, particularly those working with students with disabilities. Using the convergent parallel research design within the mixed study methods approach, this study examined the challenges and opportunities encountered by special needs educators in Kenya and the Czech Republic regarding digital literacy. It sought to enrich our understanding of the context-specific factors that shape the integration of digital skills into the pedagogical practises of educators in diverse settings. Data were collected from 456 educators of learners with disabilities (n = 127 from the Czech Republic and n = 329 from Kenya) using a self-administered questionnaire. The findings underscore the contextual difference shaping digital integration, with material resource and administrative limitations posing challenges in Kenya, while administrative support and resource use complexities were faced in the Czech Republic. Despite these challenges, special needs educators in both countries employed resourceful strategies for mitigation. This study emphasises the significance of tailored training, resource mobilisation and peer learning networks as recommendations to enhance digital integration. These insights could contribute to the discourse on promoting digital integration in education for students with disabilities on a global scale.

Lacasse, M., & Héon, L. (2026). **Consensus des directions d'établissement d'enseignement du Québec envers un devis de compétence numérique requise à l'égard des technologies numériques**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 1-26. https://doi.org/10.53967/cje-rce.6951
A digital competency framework was created, based on competency statements developed from interviews with school principals in Quebec and the analysis of professional competency frameworks from different countries referencing digital technologies. To ensure this digital competency framework reflects the perceptions of principals, it was submitted to a sample of 14 school principals who were asked to express their level of agreement with 160 statements in a two-round Delphi study. The study results showed that the majority of proposed statements reached a moderate to high consensus among participants. Participants' comments indicated that non-consensus on some statements was primarily due to shared responsibilities related to

digital technologies. Future research could propose the framework to a larger sample to increase result validity or use it to conduct interviews or focus groups to deepen the understanding of the significance of the digital competency for school principals.

Lacôte-Coquereau, C. (2026). **Bien-être et formation en réalité virtuelle : hétérotopie d'un jardin onirique pour apprenants autistes**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x9
Le programme de recherche Participe 3.0 accompagne les apprentissages et l'autonomie de jeunes adultes autistes dyscommunicants résidant en institution médico-sociale, via un dispositif de formation ''distancielle'' en réalité virtuelle. Notre étude analyse comment un environnement virtuel agrémenté d'un jardin immersif, îlot de ressourcement émotionnel et cognitif, peut favoriser le bien-être en formation et l'engagement d'un public autiste aux percepts langagiers et psycho-sensoriels tout à fait spécifiques. Les résultats soulignent combien le bien-être hédonique et eudémonique (Ryan et Deci, 2001) des apprenants autistes conditionne l'efficience de l'activité éducative et de la médiation numérique. Le jardin virtuel s'anamorphose et s'apparente alors à une hétérotopie bucolique signifiante et ressourçante (Foucault, 1954). Pour un public autiste non-verbal, à besoins éducatifs et sensoriels particuliers, les résultats mettent également en exergue l'importance d'une épistémologie compréhensive anthropocentrée et non technocentrée (Fuchs, 2018), au-delà de la fascination induite par les artefacts de réalité virtuelle.

Lakhal, S., Heilporn, G., & Chauret, M. (2026). **Appréciation des aspects pédagogiques et technologiques d'un SPOC sur la formation hybride en enseignement collégial**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.13500
This article provides a portrait of the learners' assessment of a SPOC (Small Private Online Course) on hybrid courses in college-level higher education. Developed for college-level teachers and pedagogical advisors, this SPOC was offered to six cohorts of learners, in French and in English. Structured primarily in asynchronous online mode with opportunities for interaction, the SPOC also offered two program options: overview and in-depth. In this study, the learners' assessment of the quality of the SPOC was examined in terms of both its learning potential (quality of the content, support for learning, communication and interactions, learning evaluation) and the technological aspects of its online implementation (visual design, navigation, accessibility). A total of 177 participants completed an online questionnaire, and 20 participants joined four discussion groups. The descriptive statistics and analyses of the t-test results comparing the perceptions of the learners in the Francophone and Anglophone groups, drawn from the qualitative data, were enriched and rounded out by a content analysis of the qualitative data. The highly detailed analysis of the assessment of the quality of the SPOC in relation to the current scientific literature offers pointers for the future design of SPOCs on college-level teaching.

Li, S. (2026). **Promoting inclusive history education through new media integration**. *International Journal of Inclusive Education*, *30*(13), 4050-4080. https://doi.org/10.1080/13603116.2026.2614721
New Media (NM) integration has changed the way in which information is produced, shared, and consumed. In the educational field, the NM environment has a profound effect on the already existing traditional teaching methods and gives teachers an array of different ways to excite students and make the learning process more effective and enjoyable. This research investigates the use of NM technologies for history instruction in Senior Middle Schools (SMSs).

Quantitative research design was used in this study. 450 history teachers took part in an online survey. The collected data were analysed by SPSS software. The research shows that the extent of NM integration is strongly associated with better acquisition and retention of historical knowledge. The study found that the student engagement levels rise with the use of the interactive learning platforms and the digital resources, in turn, leading to better knowledge retention. This study introduces a novel contribution by examining how NM tools, particularly VR simulations, cultivate historical empathy within the unique sociocultural and policy-driven context of Chinese SMSs, a setting underrepresented in the existing literature.

Liu, J., Sweet, T., Chen, M., Engelberg, J., Masters, M., Clark, M., … Rice, J. (2026). **The Effects of Course-Integrated AI Tutoring on Student Performance and Engagement: A Randomized University Trial**. *IZA Discussion Papers*. Consulté à l'adresse https://ideas.repec.org//p/iza/izadps/dp18989.html
We evaluate access to a course-integrated generative AI (GenAI) tutor in a randomized controlled trial involving 2,379 undergraduate students and 30 instructors across multiple disciplines in a large U.S. public university. Among sections of the same course, tutor access reduced final grades by 0.37 standard deviations and learning management system participation by 0.90 standard deviations. Participation declines were similarly large in the full sample, and estimated academic losses were greater among first-generation students. These findings suggest that introducing an AI tutor may displace engagement with existing learning activities without improving academic performance, with potentially differential impact across student groups.

Michel, C. (2026). **Analyser la distribution des fonctions de tutorat pour penser l'accessibilité à l'autorégulation : un cadre d'analyse des environnements numériques de formation**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170xl
Cette contribution propose d'approfondir les notions de tutorat et de dynamique motivationnelle, identifiées dans le texte de cadrage de Miguet et Paquienséguy (2026) comme des leviers d'une ingénierie inclusive de la formation à distance, en les reconsidérant à travers les processus d'autorégulation et la distribution des fonctions de tutorat. Cette perspective conduit à revenir sur la manière dont les exigences d'autonomie imposées aux apprenants ont été problématisées par Vivi...

Naoufi, S. (2026). ***Communication et interactions pédagogiques en milieu scolaire et universitaire : enjeux... linguistiques et educatifs***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/communication-et-interactions-pedagogiques-en-milieu-scolaire-et-universitaire/86967
La communication et l'interaction pédagogiques sont les piliers de la transmission des savoirs en classe. L'avènement des technologies numériques et de l'intelligence artificielle redéfinit ces dynamiques, soulevant des défis majeurs pour le plurilinguisme et les pratiques d'enseignement. Cet ouvrage explore, à travers une analyse rigoureuse et des études de cas concrètes, comment les acteurs de l'éducation peuvent s'adapter à ces mutations pour construire l'école du XXIe siècle.

Nouali, S., Badache, I., & Bellot, P. (2026). **Assessing the Effectiveness of Retrieval-Augmented Generation in Educational QA Systems**. *4th International Conference on Language Processing and Knowledge Management*. Consulté à l'adresse https://hal.science/hal-05859628

Retrieval-Augmented Generation (RAG) systems enhance large language models (LLMs) by grounding their responses in external knowledge sources. This approach has proven effective in improving answer accuracy and reducing hallucinations, particularly for domainspecific question answering. In this work, we investigate the use of RAG in an educational setting using the SCIQ dataset, which consists of multiple-choice science questions and associated explanations. Our study evaluates the effectiveness of RAG for educational question answering, examines the impact of LLM size on system performance, and analyzes how retrieved documents are exploited to support generated answers and explanations. We compare RAG-based configurations with standard generative question answering models using different retrieval strategies and model scales. The results show that RAG-based approaches consistently outperform purely generative models, with the rag-bm25-llama3-8b configuration achieving the highest overall accuracy. These findings highlight the importance of retrieval quality and model capacity in producing reliable, verifiable, and pedagogically meaningful answers.

Ouma, C., Ouma, R., & Yurekli, H. (2026). **Faculty Adoption of Generative AI in Teaching and the Role of Institutional Support: Evidence from the 2024 Ithaka S+R U.S. Instructor Survey**. *The Journal of Higher Education*, *0*(0), 1-24. https://doi.org/10.1080/00221546.2026.2753637
The emergence of generative artificial intelligence has raised questions about how faculty integrate new technologies into teaching and how student use is governed in higher education. Using data from the 2024 Ithaka S+R U.S. Instructor Survey, this study examines faculty adoption of generative AI in teaching and faculty permissiveness toward student use, with attention to the role of perceived institutional support. Analyses draw on responses from 2,654 instructors who completed a generative AI module during Spring 2024. We estimated two ordered logistic regression models to assess the association between perceived institutional support and (1) the intensity of faculty generative AI use in teaching and (2) faculty permission for student use, net of individual and institutional characteristics. Results indicate that perceived institutional support is consistently associated with both outcomes. Faculty reporting higher levels of institutional support were more likely to report broader use of generative AI and to permit more expansive student use. Faculty adoption was additionally patterned by age, professional orientation, and disciplinary field, whereas student-permission practices were primarily shaped by institutional support and disciplinary context. These findings highlight the role of institutional support in shaping faculty engagement with generative AI during an early stage of diffusion in higher education.

Passmore, J., & Daly, J. (2026). **Are AI Coaching Agents Learning Friend or Foe?: A Qualitative Study of Learning and Development Leaders' Perceptions of AI Coaching Agents Using Unified Theory of Acceptance and Use of Technology 2**. *International Journal of Training and Development*, *30*(4), 337-346. https://doi.org/10.1111/ijtd.70028
This qualitative study examines how learning and development (L&D) leaders perceive and evaluate AI-enabled coaching agents and identifies factors shaping organisational adoption. Semi-structured interviews were conducted with 11 senior L&D and HR leaders from large organisations who had recent experience of using generative AI coaching tools. Reflexive thematic analysis generated six themes relating to perceived value at scale, hybrid human–AI delivery preferences, adoption barriers, perceived conversational strengths and limitations, trust and governance concerns, and equity, diversity and inclusion (EDI) considerations. Findings are interpreted through UTAUT2 to clarify how performance expectancy, effort expectancy, facilitating conditions, habit and perceived value are refracted through organisational risk, data protection, trust and inclusion. The study contributes an adoption-focused account of how

commissioners of workplace learning and development assess coaching and the emergence of AI coach agents, offering implications for governance, implementation design and future research on responsible deployment.

Pierrisnard, C., & Bersihand, F. (2026). **Bien-être et apprentissage à distance : un exemple rusé pour une temporalité divergente assumée**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170x6
Cet article explore la relation entre bien-être et temporalité dans les formations à distance (FAD) à travers l'analyse d'un récit autobiographique. S'appuyant sur l'expérience de Françoise, cadre de santé et formatrice ayant suivi un diplôme universitaire professionnel, l'étude examine comment cette apprenante reconfigure les contraintes temporelles rigides d'un dispositif à distance pour construire une temporalité ajustée à ses besoins. Confrontée à des contenus dont elle ne perçoit pas la pertinence, Françoise contourne délibérément la progression pédagogique prescrite, avant de s'engager progressivement dans une réflexion approfondie une fois le sens de l'activité saisi. Ce comportement, d'abord interprété comme résistance, est relu comme une forme de mètis, intelligence pratique et rusée biographiquement enracinée. Le cadre théorique pluridisciplinaire articule « bien-être suffisant », invariants opératoires (Vergnaud, 1985), re-normalisation (Schwartz, 1998), distance transactionnelle (Moore, 1997) et mètis (Détienne et Vernant, 1974/2018). La méthodologie collaborative (récit autobiographique, analyse plurielle et entretien de co-explicitation) associe la professionnelle à toutes les étapes de la recherche. Les résultats montrent que la flexibilité temporelle, conjuguée à une relation pédagogique bienveillante et à la compréhension du sens des apprentissages, constitue une condition fondamentale de l'engagement en FAD.

Pinède, N., & Rouissi, S. (2026). **L'accessibilité dans les dispositifs de formation à distance : entre promesses et réalités**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170xe
Introduction En 2014, le texte publié par Viviane Glikman dans cette même revue, interroge l'évolution de la place des publics de formation à distance, à l'aune d'une lecture historique et fait émerger quelques constantes en matière d'impensés dans la conception de ces dispositifs : le décalage entre les intentions portées par les dispositifs et leur mise en pratique ; la surestimation des compétences numériques des apprenants en situation d'autonomie ; l'oubli de la diversité et des singular...

Plourde, V., & Soucy, K. (2026). **Apprentissage hybride de la psychologie en contexte universitaire : Efficacité et perspectives étudiantes**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.10998
The use of blended learning is on the rise in higher education, however, not many studies have demonstrated its effectiveness among students as well as the students' perspectives on its use, specifically in psychology courses at the undergraduate level. The purpose of this article is to document studies that have focused on the use of hybrid courses in undergraduate psychology at university. This research focuses on 1) the relationship between hybrid undergraduate courses in psychology and the academic performance of students, 2) their perception and level of satisfaction toward hybrid courses, and 3) factors that can contribute to academic success and having positive experiences when enrolled in hybrid courses. Despite the limited number of studies identified, the results are promising for the teaching of psychology in blended format at the university level.

Savignac, E. (2026). **« Jeu et réalité » des publics… dans la FOAD**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170xd
Posée comme « analyse fondatrice » par Mathilde Miguet et Françoise Paquienséguy (2026), le texte de Viviane Glikman (2014), qui retrace les différentes formes de dispositifs instrumentés de FOAD (Formation Ouverte À Distance), traite de manière claire la distinction entre apprenants réels et apprenants imaginés de ces dispositifs en soulignant la disparition des premiers au profit régulier des seconds dans les logiques de conception. À la prescription des savoirs se nouerait ainsi une prescription d'être apprenant et en l'occurrence, précise Glikman, un apprenant idéalisé en tant qu'il serait « motivé, autonome, actif, prêt à investir dans tout ce qui est mis à sa disposition pour mener à bien son projet éducatif et compétent en matière d'utilisation du numérique ». À cet idéal s'opposent dans les faits, dit-elle, des apprenants d'une grande diversité en tant qu'ils et elles peuvent tant éprouver doute et découragement qu'être présomptueux de leurs connaissances ou encore juste tenter de faire au mieux avec ce qui leur est proposé.

Trestini, M., & Zeyringer, M. (2026). **Usages et non-usages des IA génératives en éducation : construction d'un modèle alternatif d'acceptabilité**. *Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation*, *33*(3). https://doi.org/10.23709/sticef.33.3.3
Cette recherche étudie l'adoption des IA génératives en éducation (IAGE) dans la région Grand-Est à partir d'une enquête auprès de 1663 enseignants et 1159 élèves. Un modèle d'acceptation de la technologie, alternatif à UTAUT 2022, intégrant la transparence et le risque perçu, a été testé. Les analyses (régressions et équations structurelles) montrent que ces variables, en plus des facteurs traditionnels, influencent significativement l'intention d'usage, en particulier chez les enseignants non-utilisateurs. Les modèles expliquent 49 à 53,6 % de la variance globale de l'intention d'usage, et jusqu'à 69,7 % dans certains sous-groupes (enseignants masculins, utilisateurs, < 40 ans, 2nd degré). L'étude confirme la forte importance de la Performance espérée et révèle une configuration spécifique de l'adoption des IAGE, distincte des technologies précédemment étudiées. Abstract. This research studies the adoption of generative AI in education (IAGE) in the Grand-Est region based on a survey of 1,663 teachers and 1,159 students. A technology acceptance model, alternative to UTAUT 2022, integrating transparency and perceived risk, was tested. The analyses (regressions and structural equations) show that these variables, in addition to traditional factors, significantly influence the intention of use, particularly among non-user teachers. The models explain 49 to 53.6 % of the overall variance in the intention of use, and up to 69.7 % in certain subgroups (male teachers, users, < 40 years old, 2nd degree). The study confirms the strong importance of Expected Performance and reveals a specific configuration of the adoption of IAGE, distinct from the technologies previously studied.

Wang, X., & Wang, H. (2026). **Integrating ideological and political education into modern open and distance learning: enhancing civic engagement and inclusivity in higher education**. *International Journal of Inclusive Education*, *30*(13), 4351-4376. https://doi.org/10.1080/13603116.2026.2632779
Higher learning institutions are transforming towards digital technology, making it timely to consider Ideological and Political Education (IPE) strategies in democratic citizenship within the Modern Open and Distance Education (MODE) framework through inclusion. This quantitative study examines how educational approaches and sociocultural contexts support IPE in a digital

environment. Data were collected using a synchronised survey instrument with purposively sampled students. The valid responses of 250 students are analysed using the Statistical Package for the Social Sciences (SPSS). Findings suggest that MODEs is successful in engaging students' conceptual and ideological literacy (t = 8.336, p = 0.000) with structured curriculum resources combined with theory-based instruction and learning strategies (t = 19.508, p = 0.000). The combination of teaching methods had a considerable positive result (t = 9.935, p = 0.001), whereas sociocultural (t = 9.102, p = 0.000) and accessibility also had significant effects (t = 13.729, p = 0.000). Although inclusive and effective civic teaching, this study provides a theoretical framework that explains interactions of teaching strategies, content design, and socio-cultural considerations in a more empirical way. The implication is for educators and policymakers who are interested in improving IPE and meeting the learning needs of the modern generation.

Xuan, L. T. H., & Giam, N. M. (2026). **Reconceptualizing Higher Education Pedagogy in Digital Transformation: Developing a Four-Pillar Digital Pedagogy Framework**. *Scientia. Technology, Science and Society*, *3*(11), 32-41. https://doi.org/10.59324/stss.2026.3(11).02
The digital transformation of higher education is changing teaching from the delivery of knowledge in a unidirectional way to learner-centered flexible learning. Yet many institutions still privilege digital infrastructure and artificial intelligence over the pedagogic role of the lecturer. This kind of technocentric approach risks reducing teaching to technical operations that create administrative overloads and isolate learners. Many innovations are also oriented toward the individual tools, without any overarching didactic framework to guide their implementation. This study is theoretical, and combines an integrative literature review and conceptual synthesis of changes in didactic components and their relationships, to propose a Four-Pillar Digital Pedagogy Framework. The findings reveal four major transformations: subjects to a multidimensional, interactive triadic model; educators from lecturers to learning environment designers and learner companions; learning spaces to flexible blended modalities; and assessment from periodic summative testing to real-time formative assessment based on learning analytics. The proposed framework consists of four components: Pedagogical Orientation, Actor Competences, Technological Interaction and Assessment Systems. The paper argues that the technology can generate lasting educational value only if it is accompanied by sound pedagogical methods and principles of digital humanism. This framework offers a theoretical basis for university administrators to reform policies and governance mechanisms, and helps lecturers develop postdigital capabilities within the framework of digital transformation.

Zanardelli, R. (2026). ***Better together? A performance theory of human-machine skill policies under generalization difficulty*** [Working paper]. Consulté à l'adresse arXiv.org website: https://EconPapers.repec.org/RePEc:arx:papers:2610.16863
Organizations pairing a human and a machine on a task decide, often by default, which executes each instance and what happens when both do. We account for what this attains under the squared rule, with performance distributed over instances to capture generalization difficulty. A gross stake lies between the skills' mean and best per instance. It splits at the best single skill into a systematic part, known from separate assessments and secured by commitment, and a residual, the expected value of perfect information on which skill each instance favors, known only from paired observation and split further by classes. Skills set the stake; workflows decide the take, via two channels. Routing directs work, weighting or selecting responses; with binary truth it is capped by the best skill per instance. Reading responses as joint evidence is not routing; what they jointly reveal caps it. Synergy lets skills interact before responding; bounded

by no skill either way, its lift over independent responses must clear a break-even and can fall below one. As algorithms, arrangements form a ladder stating what each reads, holds and records, and a procedure whose checks keep earlier gains when class means are known and lose little on finite records given a margin. The theory extends to many skills, each worth what it adds where it beats all others held, and to competing skills, where at parity a single failure's allowed cost decides. In a public chest-radiograph study with 227 radiologists, they are near parity with the model and the stake is mostly residual; assisted reading, no better on average originally, returned less than averaging both responses; recalibrating the model alone beats any deployable arrangement of raw responses. Organizations can learn from their records what is at stake, which arrangement collects it and what evidence each step needs; pricing costs and errors is future work.

Zhang, B., Wang, Y., & Zhou, P. (2026). ***Avoidant AI Use and Career Exploration Among University Students: The Curvilinear Moderating Role of AI-Shock Awareness*** (Working paper N° E2026/14). Consulté à l'adresse Cardiff University, Cardiff Business School, Economics Section website: https://EconPapers.repec.org/RePEc:cdf:wpaper:2026/14
Some university students choose not to use artificial intelligence (AI) tools, yet research on students and AI has focused largely on adoption and has treated avoidance as maladaptive. That view cannot explain when avoiding AI might support, rather than undermine, student development. Drawing on transactional coping theory, threat-appraisal reasoning, and self-regulation theory, this study examined whether avoidant AI use is associated with career exploration and whether AI-shock awareness moderates that association linearly or curvilinearly. We hypothesized a positive main effect, a negative linear moderation, and a U-shaped curvilinear moderation. Survey data from 289 students at multiple Chinese universities (recruited via snowball sampling; 289 valid cases from 314 returned questionnaires) were analyzed with three-step hierarchical regression and bias-corrected and accelerated bootstrap confidence intervals (5000 resamples). Avoidant AI use was positively associated with both environment exploration and self-exploration. The linear interaction was negative in sign, but unreliable for environment exploration and only marginally supported for self-exploration. The quadratic interaction was significant for both outcomes: the association held at low awareness for both outcomes and at high awareness for self-exploration, but not at moderate awareness. For environment exploration, the high-awareness rebound rested on a small subgroup and is treated as preliminary. These results are consistent with the view that the developmental consequences of avoiding AI depend on the self-regulatory cost of maintaining that stance, a mechanism we treat as inferred rather than directly measured, and they carry implications for career education and AI-literacy instruction in higher education.

Orientation scolaire et professionnelle

Dabla, D. (2026). ***Choisir une université à l'ère des réseaux socionumériques : entre classements et paroles ... de pairs***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/choisir-une-universite-a-l-ere-des-reseaux-socionumeriques/87009?srsltid=AYCX9vLu0iTSKcZIBjMEhGbkriTSSHk4dT0t6XGk2LJwvGRANDkiaVGN
Cet ouvrage interroge le rôle des recommandations entre pairs en ligne dans l'attractivité des universités et villes étudiantes françaises. Il repose sur l'analyse thématique d'un corpus Reddit

ainsi que l'analyse de données quantitatives et qualitatives collectées auprès d'étudiants et d'acteurs institutionnels. Confrontant l'expertise institutionnelle à l'expérience étudiante, l'analyse révèle un relatif désaveu des dispositifs de classements internationaux au profit de l'expertise expérientielle portée par les étudiants et anciens étudiants eux-mêmes. La démarche questionne également la place des médias spécialisés dans les enjeux de réputation et d'attractivité universitaire. Dans ce cadre, un intérêt particulier est porté au média l'Étudiant, auteur de plusieurs classements universitaires.

Davi, H. ***Proposition de loi relative à l'accès à l'enseignement supérieur en alternative à Parcoursup***. , Pub. L. No. 3464 (2026).

Domnisoru, C., & Heikkinen, T. P. (2026). ***How is AI Affecting College Major and Course Choices? Evidence from Finland*** (Working paper N° 13105). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13105

Have concerns about the potential job displacement effects of artificial intelligence affected the education choices of students? We analyze administrative data on the university applications and course choices of Finnish students. We find, after the launch of ChatGPT 3.5 in November 2022, a persistent drop in applications to fields of study classified as more exposed to AI under several different measures. The drop is particularly large in computer science and other ICT fields. Examining the elective course choices of non-ICT students, we find declining enrollment in programming and algorithms courses, particularly among students who had not taken mathematics as part of their high school exit exam. At the same time, non-ICT students enrolled more in AI/ML courses, and this increase was relatively larger among men.

Gatera, E., Muhirwa, A., & Mugemanyi, S. (2026). **Education gender gap in STEM fields at Integrated Polytechnic Regional College (IPRC) Tumba (2007–2020)**. *International Journal of Inclusive Education*, *30*(13), 3993-4008. https://doi.org/10.1080/13603116.2024.2427144

Despite three decades of discussion, gender inequality in the STEM field remains unresolved. This research endeavours to examine the role of IPRC Tumba in fostering STEM education for Rwandan female students and narrowing the gender gap. Using both quantitative and qualitative techniques, we conducted interviews with 105 female students from IPRC Tumba. Participants were distributed across three cohorts, with 45 female participants in the first year, 28 in the second year and 32 in the third year, with different marital statuses, including single, cohabiting, married and single mothers. Qualitative data were collected through an open-ended questionnaire administered to lecturers and administrative staff (4). The findings demonstrate that most respondents disagree (9.53% strongly disagree and 44.77% disagree) with the notion of men's superiority in STEM, while some believe (33.30% agree and 12.40% strongly agree) that men are superior due to societal stereotypes. More than 70.48% of women chose STEM at IPRCs, with a slight increase in the number of women graduates (24.91%). Additionally, 87% confirmed that they can succeed in STEM while raising families.

Giustinelli, P., & Leuven, E. (2026). ***Getting In and Getting Through: Ex Ante Beliefs and Counterfactual Outcomes in Centralized College Admissions*** (Working paper N° 13107). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13107

College applicants in centralized systems rank programs before they know where they will be admitted and whether they will enroll and complete. We surveyed Norwegian applicants about these prospects for their first two choices after applying but before admissions and link their beliefs to administrative records. Comparing applicants just above and below admission cutoffs allows

us to validate these beliefs with outcomes. Marginal applicants slightly overpredict enrollment if admitted to their first choice and underpredict it at their second, increasing between-program prediction error. While they substantially overpredict completion given enrollment for both programs, the error in the difference between programs is much smaller. In a model of applicants' rankings, correcting completion beliefs for one program changes the predicted probability of ranking the current first choice above the second by 12-14 percentage points, whereas correcting both barely changes it. Our study sheds light on validation of subjective counterfactuals and implications of their correction.

Gurgand, L. (2026). **Parcoursup 2026 : les propositions d'admission dans l'enseignement supérieur**. *Note Flash du Haut-Comissariat à la Stratégie et au Plan*, (2025-26), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2026-les-propositions-d-admission-dans-l-enseignement-superieur-104448
À l'issue de la campagne Parcoursup 2026, le nombre total de néo-bacheliers inscrits sur la plateforme a progressé, cette hausse étant principalement portée par les bacheliers professionnels. En 2026, 93,7 % des néo-bacheliers inscrits sur la plateforme ont reçu au moins une proposition d'admission.

Kolby, E. (2026). **Illuminating Strategic Transfer Swirl: An Asset-Based Conceptualization of Transfer Pathways**. *Innovative Higher Education*, *51*(5), 2069-2085. https://doi.org/10.1007/s10755-026-09876-7
Students move between institutions in a variety of patterns in pursuit of a bachelor's degree. Much of the literature on student transfer focuses on vertical transfer, the movement from a community college to a university or other primarily bachelor's granting institution. This conceptual article examines the evolution of the term "transfer swirl," critiques its negative connotations, and re-conceptualizes it as "strategic swirl" using current literature and fictional vignettes. Its purpose is to present an asset-based understanding of why students transfer between multiple institutions, thereby engaging higher education scholars and practitioners across institutions in more robust and nuanced discussion and support for these students. The article concludes with recommendations for future research, as well as for improved practices and policies to reduce credit loss and monetary costs when students transfer between multiple institutions. For example, research should focus on both quantitative and qualitative approaches that embrace differing pathways and student milestones. Direct support for students transferring between multiple institutions should incorporate individualized academic advising that recognizes the student's trajectory beyond that singular institution, as well as technological solutions to complement advising practices.

Lam, W. M., & Wong, K. K.-Y. (2026). **Feeding Futures: Can a small-group career guidance workshop improve undergraduate and postgraduate students' career confidence, knowledge, and goals?** *Innovative Higher Education*, *51*(5), 2233-2259. https://doi.org/10.1007/s10755-026-09888-3
This study investigated the effectiveness of a series of small-group student-staff engagement lunches (known as 'Supper Club') in fostering undergraduate and postgraduate participants' career awareness and readiness (i.e., self-efficacy, career intention and motivation, and sense of belonging). A mixed-method semi-structured interview study was conducted to uncover reasons behind participants' career readiness and awareness pre- and post-Supper Club participation. 67 undergraduate and postgraduate students (M = 21.58, SD = 2.69 years,

Female = 88.1%) from a London Psychology department participated in Supper Club to discuss career journeys. Participants completed pre- and post-questionnaires, followed by a focus group interview on changes to career awareness and readiness and the impact of participation. Responses were transcribed verbatim and thematically analysed. Thematic analysis identified five themes on the impact of Supper Club participation: 1) Career Realisations, 2) Translating Insight into Career Action, 3) Knowledge around career journeys, and 4) Affective and Relational Responses, with a cross-cutting theme of Career Self-Efficacy.

Lee, M. H., & Djita, R. R. (2026). **Which School Characteristics Do Students Consider When Choosing a College or University? Experimental Evidence from the K-12 Private Christian School Sector**. *Innovative Higher Education*, *51*(5), 2383-2404. https://doi.org/10.1007/s10755-026-09891-8
College matriculation is a consequential decision for aspiring college students, who often consider many institutional factors such as academics, cost, and reputation. However, while many studies have descriptively examined patterns of student enrollment in higher education, little research has estimated causal effects of different college characteristics on the likelihood of student enrollment. We surveyed a sample of K-12 private Christian school students and used a fully randomized survey method known as a conjoint experiment to estimate how various institutional factors, including reputation, size, and religious affiliation, affected students' stated preferences for enrollment. We find that religious affiliation and academic reputation mattered most for these students, while other factors mattered less.

Masy, E. G., James, & Geuring, E. (2026, octobre 26). **« On veut un parcours sûr, pas un Parcoursup ! »**. Consulté 9 novembre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/26/on-veut-un-parcours-sur-pas-un-parcoursup/
Jamais le « No future » des punks ne semble avoir autant résonné dans un mouvement de jeunesse que dans celui des lycéen·nes de 2026. Outre les slogans qui témoignent d'une forte inquiétude face à l'avenir, le mouvement se caractérise surtout par une réelle volonté de ne pas abandonner cet avenir à des politiques inconséquentes.

Moulin, H., & Van de Weghe, P. (2026). ***Mission d'accompagnement sur les évolutions des modalités d'accès aux études de santé*** (N° 24-25 268B). Consulté à l'adresse https://www.education.gouv.fr/igesr/mission-d-accompagnement-sur-les-evolutions-des-modalites-d-acces-aux-etudes-de-sante-506194
Conduite par l'IGÉSR, conjointement avec l'IGAS durant les premiers mois, cette mission porte sur l'évolution de la réforme de 2019 de l'accès aux études de médecine, maïeutique, odontologie et pharmacie (MMOP). Le rapport rend compte de six mois de concertation avec l'ensemble des acteurs concernés, à la suite d'une phase d'entretiens préliminaires. Il présente la transformation de la double voie d'accès PASS/L.AS en une voie unique, la licence portail santé (LPS), avec pour objectifs affichés de simplifier les parcours, de revoir les modalités de validation et de favoriser la diversité des profils, dans une logique d'équité entre parcours et entre territoires. Le document expose également les arbitrages ministériels finaux qui ont conduit à un nouveau décret et à son arrêté, présentés en juillet 2026, en vue d'une mise en œuvre à la rentrée 2027 et d'une inscription sur Parcoursup dès décembre 2026.

Pedraza, C. A. A., & Snow, N. R. (2026). **"Do What You Love": An Exploration of Asian, Asian American, and Pacific Islander Perceptions of Success and the Pursuit of Higher Education**. *Innovative Higher Education*, *51*(4), 1619-1648. https://doi.org/10.1007/s10755-026-09907-3

Asians in the U.S. are often associated with achieving the American Dream. This perception is frequently reinforced by reports highlighting their overrepresentation in postsecondary education and other indicators of success, contributing to the model minority myth (MMM). The MMM marginalizes their experiences with racism in postsecondary education and has also been used to challenge affirmative action policies. This paper presents findings from a broader qualitative study that explored how Asians and Asian Americans (AAA) and Pacific Islanders (PI) define success in their lives. The analysis revealed that family played a significant role in how participants understood the value and purpose of postsecondary education. Participants described the value of postsecondary education through narratives of hope and generational sacrifice. These stories shaped how they understood education and reflected expectations communicated by family members and mentors. Participants also described generational differences in how education was valued. Those recalling conversations with immigrant parents or grandparents described college as a path to upward mobility and stable white-collar employment while those from later generations more often recalled being encouraged to "do what they love" in their academic and professional pursuits. This paper contributes to discussions about the purpose and value of postsecondary education by examining how generational perspectives shape AAA and PI experiences. The findings reveal the complexity of how success and education are understood. They challenge the model minority narrative and illustrate how postsecondary education serves different aspirations across generations.

Yang, J.-Y., & Lin, E. S. (2026). **Breaking the cycle: the role of EMI courses in promoting international mobility for disadvantaged students**. *Higher Education*, 92(4), 2127-2153. https://doi.org/10.1007/s10734-025-01613-x

International mobility offers substantial career development benefits, yet the decision to pursue such opportunities is often shaped by an individual's socioeconomic background and abilities. This perpetuates existing inequalities, limiting access for less advantaged individuals. Education has the potential to disrupt this cycle of social reproduction. This study investigates the impact of university curriculum design, specifically the introduction of English as a Medium of Instruction (EMI) courses, on post-graduation international mobility. Our findings indicate that EMI courses significantly enhance the likelihood of international mobility. Furthermore, we uncover heterogeneous effects, showing that EMI courses are particularly effective in encouraging students from lower socioeconomic backgrounds and those with weaker language skills to pursue global opportunities. These results highlight the transformative potential of well-designed curricula in reducing inequality, demonstrating that universities can empower students from disadvantaged backgrounds to alter their future paths through thoughtful educational interventions.

Zhang, B., Wang, Y., & Zhou, P. (2026). ***Avoidant AI Use and Career Exploration Among University Students: The Curvilinear Moderating Role of AI-Shock Awareness*** (Working paper N° E2026/14). Consulté à l'adresse Cardiff University, Cardiff Business School, Economics Section website: https://EconPapers.repec.org/RePEc:cdf:wpaper:2026/14

Some university students choose not to use artificial intelligence (AI) tools, yet research on students and AI has focused largely on adoption and has treated avoidance as maladaptive. That view cannot explain when avoiding AI might support, rather than undermine, student development. Drawing on transactional coping theory, threat-appraisal reasoning, and self-regulation theory, this study examined whether avoidant AI use is associated with career exploration and whether AI-shock awareness moderates that association linearly or curvilinearly.

We hypothesized a positive main effect, a negative linear moderation, and a U-shaped curvilinear moderation. Survey data from 289 students at multiple Chinese universities (recruited via snowball sampling; 289 valid cases from 314 returned questionnaires) were analyzed with three-step hierarchical regression and bias-corrected and accelerated bootstrap confidence intervals (5000 resamples). Avoidant AI use was positively associated with both environment exploration and self-exploration. The linear interaction was negative in sign, but unreliable for environment exploration and only marginally supported for self-exploration. The quadratic interaction was significant for both outcomes: the association held at low awareness for both outcomes and at high awareness for self-exploration, but not at moderate awareness. For environment exploration, the high-awareness rebound rested on a small subgroup and is treated as preliminary. These results are consistent with the view that the developmental consequences of avoiding AI depend on the self-regulatory cost of maintaining that stance, a mechanism we treat as inferred rather than directly measured, and they carry implications for career education and AI-literacy instruction in higher education.

Politique de l'éducation et système éducatif

Ahtoy, P. (2026, novembre 10). **Remplacer les professeurs absents : en quoi le vocabulaire officiel de la crise masque-t-il les vrais problèmes ?** https://doi.org/10.64628/AAK.ddyw5xvdh
Plutôt que de « profs absents », ne faudrait-il pas plutôt parler de « cours non remplacés » ? Selon le choix des mots, on transforme un problème d'organisation en affaire d'individus.

Amat, G. (2026). ***Comprendre l'école pour la relever : 70 ans d'ecole francaise vus de l'interieur***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/comprendre-l-ecole-pour-la-relever/87042
Loin d'un essai abstrait, ce récit incarné, ni décliniste ni idéologique, plonge au cœur de l'Éducation nationale à travers sept décennies de réformes. Croisant vécu à chaud, éclairage intérieur de tous les métiers exercés, analyse diachronique, données PISA et comparaisons des exigences de 1962 à 2026, l'ouvrage décrypte la gouvernance centralisée du système et interroge la reproduction sociale. Face aux impasses actuelles, échec scolaire, violences, souffrance des jeunes, et à l'arrivée de l'intelligence artificielle, il et propose , en s'appuyant sur l'Éducation nouvelle, un relèvement fondé sur l'apprentissage du vivre ensemble, la formation des maîtres et la décentralisation.

Azéma, A., Berera, F., Dassonville, K., Delecluse, Y., Parillaud, F., & Sayac, N. (2026). ***Les classes multiniveaux et leurs écoles - Reconnaître une réalité structurante et pourtant invisible du premier degré pour accompagner les pratiques, la formation et le pilotage*** (N° 25-26 012C; p. 110). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: https://www.education.gouv.fr/igesr/les-classes-multiniveaux-et-leurs-ecoles-reconnaitre-une-realite-structurante-et-pourtant-invisible-506631
Le rapport révèle la place réelle des classes et écoles multiniveaux sur l'ensemble du territoire et interroge les modalités de leur accompagnement en proximité à l'échelle nationale. Dans une contexte de baisse démographique, il propose différents scénarios dans lesquels ce format scolaire serait pleinement et explicitement intégré au pilotage institutionnel.

Bacon, J. K., & Vroman, K. M. J. (2026). **Beyond incrementalism? Interrogating inclusive education reform in the United States**. *International Journal of Inclusive Education*, *30*(13), 4377-4392. https://doi.org/10.1080/13603116.2026.2633312
In this paper we critically interrogate prevailing frameworks and definitions of inclusive education in the United States (US) to consider whether current reform trends can adequately move towards inclusivity for the most marginalized of students with disabilities – such as those with significant disability labels and/ or those who are multiply marginalized. To do this, we culled materials such as indicators, rubrics, handbooks, and mission statements from the websites of six prominent inclusive reform organizations in the US. We qualitatively coded the documents to deepen our understanding of reform priorities and definitions. We then applied a disability studies in education (DSE) theoretical lens to discern whether current definitions uphold traditional, neoliberal, medical model frameworks or more radical anti-assimilationist approaches to reform. We found that definitions of inclusion, and who inclusion is targeted for vary widely across reform measures. We also found common reform priorities, such as Multi-Tiered Systems of Support, which we feel are a result of neoliberal priorities. We analyze and discuss the questions this analysis raises from a DSE perspective.

Balde, A. (2026). ***École de la réussite pour tous les élèves ? : propositions et perspectives regards croises... internationaux***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/une-ecole-de-la-reussite-pour-tous-les-eleves/87019
L'ouvrage Une École de la réussite pour tous les élèves ? Propositions et perspectives. Regards croisés internationaux recense les communications qui ont été présentées lors du 21e colloque international de l'Association Française d'éducation Comparée et des échanges (AFDECE), organisé par l'Université Général Lansana Conté de Sonfonia-Conakry (UGLC-SC), et tenu du 14 au 18 janvier 2026 à la Cité des Sciences et de l'Innovation de Guinée (CSIG) à Conakry. La réflexion sur les composantes de la réussite scolaire a débouché sur des propositions visant à ne laisser aucun élève au bord du chemin, sur les grandes lignes des politiques éducatives à mettre en place pour répondre à ce défi, et enfin sur le rôle que peut jouer l'intelligence artificielle pour y parvenir. Les clés de la réussite à l'École ont été définies ainsi : un lien de confiance fort entre l'école et les familles, nécessairement associées au processus éducatif, des enseignants de qualité, humainement et professionnellement, une utilisation individualisée du numérique et de l'intelligence artificielle pour apporter un soutien à l'élève en difficulté et faciliter l'accès à l'information et aux savoirs, des chefs d'établissement formés pour accompagner l'innovation, une école où les enfants se sentent bien, où ils ont envie d'apprendre, avec des enseignants qui leur font confiance, qui les sollicitent, les encouragent et leur donnent les moyens de réussir.

Barahona, N., Dobbin, C., & Otero, S. (2026). **Affirmative Action in Centralized College Admissions Systems**. *NBER Working Papers*. Consulté à l'adresse https://ideas.repec.org//p/nbr/nberwo/35893.html
We study the consequences of affirmative action in college admissions. We develop an empirical framework that distinguishes the effects on marginally benefited and displaced students from the overall effects of the policy. The overall effects include equilibrium reallocations as benefited students leave seats that others fill and displaced students take seats elsewhere, displacing others in turn. We apply this framework to a large-scale policy in Brazil that required all federal institutions to reserve half their seats for racially and socioeconomically disadvantaged applicants. Exploiting admissions cutoffs, we find that marginally benefited targeted students attend and graduate from higher-quality programs. Their graduation gains are about twice the losses of

marginally displaced non-targeted students, reflecting targeted students' weaker outside options. To evaluate the overall effects, we estimate a model of degree choices and potential outcomes. Among all reallocated students, benefited students still gain nearly twice what displaced students lose, but equilibrium reallocations make the policy displace about 30% more students than it benefits. Non-targeted students' losses therefore offset about two-thirds of targeted students' graduation gains, leaving a modest net gain across all students.

Baron, E. J., Kantor, S., & Whalley, A. (2026). **Can Government Support for Innovation Create the Next Silicon Valley?** *Journal of Economic Perspectives*, *40*(4), 31-52. https://doi.org/10.1257/jep.20251493
Can government support for innovation create the next Silicon Valley? We examine what public research and development can and cannot do to foster regional knowledge hubs. The historical record suggests that many successful hubs owe their origins partly to serendipity and favorable initial conditions. We then review causal evidence from universities, changes in intellectual property rules, new research institutions, wartime R&D, and the space race. Public R&D can raise local innovation, employment, and income, but the effects are heterogeneous, often modest relative to cost, and may partly reflect the relocation of firms and skilled workers from elsewhere. The evidence suggests a central role for complementary local inputs, including entrepreneurs, risk capital, skilled labor, firms, and institutions. Public R&D can help build a hub, but is unlikely to create one on its own.

Barrette-Ng, I., Hall, S., Prins, H., Stillwell, D., Wong, M., D'Ambrosio, L., & Singh, N. R. (2026). **Revisiting the 4M Framework: Canadian SoTL in a Post-Pandemic World**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.23055
The Scholarship of Teaching and Learning (SoTL) in Canada has significantly transformed since the COVID-19 pandemic. Through the lens of the 4M (micro-meso-macro-mega) Framework, this scholarly personal narrative discusses the factors that impact the advancement of Canadian SoTL post-pandemic from the perspectives of seven scholars of varying rank and position from seven universities across Canada. Our collective insights highlight the unique opportunities and challenges for SoTL work at the individual, departmental/program, institutional, and beyond-institutional levels, that both emerged and persisted following the COVID-19 pandemic. We discuss practical suggestions, such as leveraging technology including generative AI and working collaboratively, for the continued advancement of Canadian SoTL in the post-pandemic higher education landscape.

Beighton, C. (2026). **Neurofarming HE: how to think, feel and act in the Ne(ur)oliberal university**. *Journal of Education Policy*, *41*(6), 954-973. https://doi.org/10.1080/02680939.2026.2640563
The term 'neuroliberalism' has emerged in recent educational policy analysis as a way of accounting for shifts in institutional governance which cannot be fully understood by the workings of neoliberalism. The latter has always been a complex idea, and recent shifts in global politics and related crises in UK higher education may challenge it as an overarching explanation of how the goals of capital are achieved. This paper discusses the concept's expression in recent discourse in the field of higher education governance, focusing on the latter's growing interest in the irrational. Its analysis highlights a discourse of 'neurofarming' according to which educational bodies are framed discursively as brain-like systems for the purposes of value extraction. Drawing on the ideas of speed theorist Paul Virilio (1932–2008) suggests that governance trends in HE

include farming its subjects to the point of exhaustion. Whether this represents a specifically 'neuroliberal' turn remains moot, but it allows a close focus on how ways of thinking, feeling and acting are governed by a ne(uro)liberal extractive apparatus.

Benet Riviere, J. (2026). ***Enseigner à produire autrement : les ambivalences de l'ecologisation de l'enseignement agricole***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/enseigner-a-produire-autrement/87010
Face à l'urgence écologique, l'enseignement agricole occupe aujourd'hui une place centrale dans la formation des futurs professionnels de l'agriculture et de l'environnement. Mais comment cette institution, historiquement liée à la modernisation productiviste de l'agriculture, s'est-elle transformée pour intégrer les enjeux écologiques ? Cet ouvrage propose une synthèse sociohistorique inédite des transformations curriculaires de l'enseignement agricole face à la transition écologique. Des premières formations en gestion de la nature dans les années 1970 à la diffusion contemporaine de l'agroécologie et des plans « Enseigner à produire autrement », il retrace les étapes, les tensions et les recompositions qui ont progressivement fait de l'environnement un enjeu central des formations agricoles. L'auteur met en lumière les ambivalences de l'écologisation des curricula : entre le maintien d'héritages productivistes, les injonctions ministérielles à la transition, les résistances professionnelles, les appropriations différenciées par les enseignants et les élèves, et l'émergence de modèles alternatifs. À travers le cas exemplaire de l'enseignement agricole, ce livre éclaire plus largement les transformations contemporaines des institutions de formation confrontées aux enjeux écologiques, sociaux et politiques de notre temps.

Bergsteedt, B. J., & du Plessis, A. (2026). **Reconceptualising University Governance as Social Relations Work: Purpose, Orientation, and Practice in an Integrated Framework**. *Innovative Higher Education*. https://doi.org/10.1007/s10755-026-09926-0
South African public universities face converging pressures that compliance-based, managerial, and structural approaches to governance cannot meet. Historical redress, ideological contestation, global anti-DEI currents, and the legacies of cooperative governance arrangements that too often operate symbolically have exposed the limits of prevailing frameworks. This paper advances a conceptual contribution to governance theory by integrating three frameworks: Heracleous and Lan's (2022) "Third Possibility," which reframes the purpose of governance as stewardship grounded in socioemotional wealth, long-term legacy, and societal embeddedness; Complexity Theory, which supplies the orientation through which universities are understood as complex adaptive systems requiring adaptive rather than controlling governance; and the King V Code of Corporate Governance in South Africa, which provides the practice architecture through its apply-and-explain regime and outcomes-based logic. Held together, these frameworks combine to produce a reframing of governance as social relations work: the ongoing, relational enactment of authority, participation, and legitimacy within institutional life. The paper illustrates the integrated model across three governance domains – stewardship of institutional culture and symbolic life, cooperative governance architecture, and the role of the state – and engages the barriers such reform must confront. It translates the model into four interlinked recommendations: a national governance charter, complexity-informed leadership development, socioemotional wealth mapping, and metrics that measure influence rather than representation. Although South Africa is the empirical setting, the integrated model travels, offering scholars and practitioners a vocabulary for rethinking

governance in public institutions facing volatility, politicisation, and crises of legitimacy worldwide.

Bertrand, L. (2026). **Croiser les méthodologies pour analyser la conception de microcertifications en contexte universitaire**. *Colloque RIFT 2026 - Développer les rapports entre recherche et formation : enjeux, acteurs et méthodes*. Consulté à l'adresse https://hal.science/hal-05741406
La communication propose de rendre compte des méthodologies employées dans l'enquête principale de notre doctorat financé avec le soutien financier de l'État français dans le cadre du plan France 2030 (Digital FCU/ANR-22-CMAS-0019). Effectivement, la recherche présentée ici s'inscrit dans le projet Digital FCU (Formation Continue à l'Université) porté par France Université Numérique (FUN) et regroupant dix-neuf universités françaises dans son consortium. L'ambition de ce projet recouvre la conception et la commercialisation de microcertifications par les universités du consortium en répondant à un cahier des charges et en impliquant les services universitaires de pédagogie et de formation continue, les enseignant·es-chercheur·euses et le pilotage porté par FUN. Notre thèse s'intéresse au processus de conception des microcertifications (étape précédant la commercialisation puis l'animation de ces dernières) et aux facteurs pouvant l'influencer à plusieurs échelles (facteurs individuels, organisationnels, sociaux, situationnels, instrumentaux...). Lors de cette deuxième année de doctorat, nous réalisons notre récolte de données composée de trois périodes. Le premier temps (premier trimestre 2026) consiste en une période d'immersion dans six universités choisies et de compréhension du déploiement local du projet. Nous nous entretenons avec les personnes qui portent et mettent en œuvre le projet dans les universités. La compréhension du contexte local de ces universités pourra ainsi être saisie et la suite de la démarche de recherche pourrait être présentée. Ensuite, le deuxième temps d'enquête est composé de temps d'observation de réunions de conception et d'entretiens individuels avec ces mêmes acteurs. La méthodologie d'entretien est celle de remise en situation (Leblanc et Chesnais, 2025) à partir des observations réalisées et à partir de traces matérielles apportées par les enquêtés afin de saisir « l'activité au sens de ce que fait le sujet et ce qui « fait sens » pour lui » (Wittorski, 2009, p. 148). Aussi, cette deuxième phase pourrait être répétée deux fois (deuxième et quatrième trimestre 2026) par université pour une approche longitudinale de la conception dans les universités. Ces deux méthodes permettent d'observer l'activité en cours et de recueillir le vécu des acteurs sur cette activité pour les relier. Enfin, la méthodologie de la pensée par cas (Passeron et Revel, 2005) consistera donc à articuler par l'écriture ces données hétérogènes (ici : entretiens, observations, cahier des charges, traces de l'activité) afin « d'articuler générique et spécifique pour étudier ces questions : à partir des configurations singulières qui seront étudiées, dégager des tendances communes susceptibles de préciser l'existence de logiques dominantes significatives » (Wittorski, 2009, p. 148). Il s'agit donc de faire émerger la compréhension d'une configuration locale singulière pour chaque université puis une compréhension croisée entre les universités enquêtées. Ainsi, nous nous inscrivons dans une approche compréhensive du processus de conception des microcertications en contexte universitaire avec l'enjeu d'étudier les transformations réciproques entre le projet Digital FCU et les pratiques à l'université. La pensée par cas nous permettra de rendre compte des vécus d'acteurs aux rôles différents dans la conception de ces formations encore récentes dans le paysage de la formation continue universitaire.

Biseko, J. M. (2026). **Promoting inclusive and equitable access: linguistic barriers in Tanzanian secondary school textbooks during the transition to English medium instruction**. *International Journal of Inclusive Education*, *30*(13), 4009-4030. https://doi.org/10.1080/13603116.2025.2589297
The transition from a mother tongue (MT) to a foreign language, typically European languages, as the medium of instruction poses significant challenges for learners in many African countries. In Tanzania, students who receive primary education in Kiswahili are compelled to switch to English language Education at the secondary school level. This study investigated the language accessibility of biology and history textbooks for these students during this critical transition period. The study employed a descriptive research design, qualitative content analysis, and corpus analysis to analyse the textbooks. The findings revealed numerous language-related challenges, including complex vocabulary, intricate grammatical structures, referential meaning-based sentences, and unfavourable Flesch and Gunning Fog readability scores. These linguistic barriers likely hinder the students' comprehension of the subject content. The implications of these language accessibility issues for students are discussed. The study underscores the need for policymakers and educational authorities to carefully evaluate the language used in textbooks to ensure they are aligned with the linguistic proficiency of students transitioning from MT to a foreign medium of instruction. Practical recommendations are provided to improve textbooks language use and support inclusive and equitable access to quality education for all learners.

Briscoe, K. L. (2026). **Navigating the Threats to Democracy: Diversity Professionals Narratives of Political Polarization, Legislation, and Public Opinion**. *Innovative Higher Education*, *51*(4), 1683-1708. https://doi.org/10.1007/s10755-026-09908-2
The increasing partisan divide surrounding perspectives on higher education highlights a concerning lack of confidence in U.S. institutions. Our politically polarized climate reflects differing ideologies regarding which programs, initiatives, and offices should be present on college campuses. These deep-rooted divisions are connected to systematic attacks on diversity, equity, and inclusion principles, which are being pursued through national and state efforts. Such actions threaten to undermine the democratic foundations that educational institutions are built upon. Furthermore, the spread of misinformation about diversity, equity, and inclusion has fueled alarming anti-democratic movements within higher education, particularly impacting diversity professionals who are dedicated to upholding the missions, visions, and values of equity and inclusion. Using a critical narrative approach, I documented the experiences of 31 diversity professionals regarding how these assaults on diversity, equity, and inclusion principles influence universities and broader democratic societies. The findings indicate that these attacks on diversity, equity, and inclusion are seen not only as threats to institutional values but also as broader threats to democracy and the democratization of knowledge. Participants emphasized that the escalating political polarization in the United States has led to significant divisions in public opinion about higher education, obscuring its fundamental mission. The implications of this research reaffirm the value of higher education within the current sociopolitical context and highlight the democratic divide among higher education leaders.

Brown, S. Z. (2026). **From Symbolism to Substance: University Presidents, Executive Risk, and the Future of DEI Leadership**. *Innovative Higher Education*, *51*(5), 2589-2614. https://doi.org/10.1007/s10755-026-09924-2
The field of higher education has experienced significant upheaval in recent years. In particular, the first and second Trump Administrations have directly targeted university presidents who observe diversity, equity, and inclusion (DEI) as central to their institutional mission and values. In

response, this paper introduces a novel conceptual framework—the multi-scalar DEI leadership framework—to examine DEI leadership across multiple domains: the micro-level (presidential leadership behavior and decision-making), the meso-level (the university as an organization), and the macro-level (the U.S. sociopolitical climate and federal administration). By analyzing these interdependent levels, the framework illustrates how leadership, organizational dynamics, and sociopolitical conditions mutually shape efforts to sustain DEI principles amid a destabilizing political climate. Through a comparative case analysis of contemporary university presidents—President Wolfe at the University of Missouri (2015) and President Gregory Washington at George Mason University (2025)—this study demonstrates how alignment between presidential leadership at the micro-level and organizational values at the meso-level shapes institutional responses to macro-level sociopolitical pressures. The analysis emphasizes the importance of presidential leadership development, the preservation of DEI principles, and executive risk as mechanisms to mitigate political interference that threatens higher education. Executive risk emerges as a key organizational intervention, as university presidents retain the agency to challenge external pressures, maintain institutional integrity, and support the future of DEI leadership in higher education.

Cancellaro, G. (2026). **A discourse analysis of guidelines for artificial intelligence in education policy**. *International Review of Education*, *72*(5), 915-926. https://doi.org/10.1007/s11159-025-10218-6
This research note examines how international organisations and supranational entities are addressing the ethics of artificial intelligence (AI) in education, with a particular focus on the guidelines they have published. It seeks to identify common themes covered in these guidelines. Drawing on eight official documents published by international and regional organisations, the research note aims to map the international discourse on the topic up to 2024 and to demonstrate that, despite regional differences, there are shared approaches to framing the regulation of AI in education policy across regions.

Castiello-Gutierrez, S., & Abu Salih, H. (2026). **The Statement Trap: A Critical Discourse Analysis of AAU University Presidents' Statements on International Conflicts**. *The Journal of Higher Education*, *97*(7), 1300-1326. https://doi.org/10.1080/00221546.2025.2570003
Using critical discourse analysis on public statements, this study examines how 69 AAU presidents responded to the October 2023 Israel-Palestine conflict re-escalation. Grounded in Public Sphere Theory, our study reveals a pervasive 'statement trap,' with 94% of AAU universities releasing a statement, and 49% of those institutions pressured to revise, clarify, or retract their initial statements. The study also explores the complex interplay of institutional priorities like safety, free speech, and anti-discrimination, exposing inconsistencies in their application. By analyzing discursive strategies and power dynamics, this study shows how universities function as contested spaces with multiple, unequally weighted counter-publics, challenging the ideal of a singular, neutral public sphere. This work illuminates the precarious position of universities in navigating sensitive issues and offers insights into higher education's evolving role in shaping public discourse.

Chansa-Kabali, T., & Nyoni, J. (2026). **Stakeholder perspectives on advancing sustainable inclusive education in resource-constrained Zambian schools**. *International Journal of Inclusive Education*, *30*(13), 4554-4576. https://doi.org/10.1080/13603116.2026.2643705
This study examined educational stakeholder voices and shared goals in advancing inclusive education within resource-constrained Zambian schools. Using a qualitative design, we

conducted in-depth interviews and focus group discussions with administrators, teachers, community leaders, and parents in both urban and rural inclusive school settings. Data were analysed through a hybrid process combining QualiGPT-assisted thematic coding and human interpretive validation. Our findings reveal stakeholders anchor inclusive education on five cross-cutting thematic patterns – access, support, belonging, equity and barriers. However, stakeholder emphasis on each theme appeared to vary by role. To this effect, administrators focused on systemic features, teachers emphasised classroom-level support, community leaders highlighted community integration, and parents prioritised children's social acceptance and rights. Considering perpetual resource limitations, stakeholders report existing assets in human expertise, training infrastructure, and community networks that could offer sustainable action points for strengthening inclusive education. The study underscores the need for coordinated, multi-level approach grounded in locally situated stakeholder realities for advancing inclusive education.

Cheung, J. L. (2026). **The Contested Value of Higher Education**. *Innovative Higher Education*, *51*(4), 1667-1682. https://doi.org/10.1007/s10755-026-09920-6
This essay critiques the dominant discourse that evaluates higher education in terms of metricization, marketization, and managerialization. The 'common sense' of academic capitalism—in its pursuit of excellence through narrow assessment and evaluative metrics—actually diminishes the value of higher education. Drawing from Gramsci's concepts of hegemony and the war of position, a critical theoretical discussion is offered of how the emphasis on economic productivity has resulted in institutions becoming fragmented and reliant on various (and precarious) funding sources, and therefore susceptible and vulnerable to corporate interests and political attacks. The metaphor of a Citadel is introduced to make sense of recent sociopolitical events as operations to weaken academic freedom and intellectual inquiry. Subsequently, the metaphor generates prompts to theorize the potential and usefulness of alternative gauges of value. Emphasis on the social and cultural value of higher education is made to contest the dominant economic orientation, for unless challenged by counter-hegemonic efforts, higher education will become a tool that further concentrates power in the hands of the few at the expense of the many. The arguments of this essay offer both practical and theoretical considerations for institutional leaders, student affairs professionals, policy analysts, faculty, and graduate students involved in the study of higher education.

Christodoulou, E., & Zembylas, M. (2026). **Artificial intelligence as a site of global educational governance: the case of UNESCO**. *Journal of Education Policy*, *41*(6), 880-903. https://doi.org/10.1080/02680939.2026.2646218
This article critically examines UNESCO's engagement in the global governance of artificial intelligence in education (AIED). Through a structured website mapping and a qualitative document analysis of key documents published between 2019 and 2025, the paper shows how UNESCO constructs AI as an object of educational policy, articulates normative frameworks, and positions itself as the leading actor in shaping the governance of AI in educational systems. Drawing from interdisciplinary debates on legitimacy, norm diffusion, AI ethics and global governance, this paper analyses the ways in which UNESCO negotiates internal and external dilemmas and challenges. The analysis shows that while UNESCO's discourse champions human rights, ethics, and inclusion, it also reveals underlying tensions, discrepancies as well as oscillating discourses of slow 'ethics' vs rapid 'transformation'. We argue that the ambivalences and tensions that emerge are not only by-products of 'bureaucratic pathologies' but also strategies

that UNESCO adopts in order to reassert its legitimacy in the global governance of education and respond to contradictory demands among normative commitments, the national priorities of Member States, and agendas of Big Tech.

Cone, L., Knudsen, H., & Rasmussen, L. R. (2026). **Affective philanthropy and the im/possibility of governance: the LEGO Foundation's involvement in public education**. *Journal of Education Policy*, *41*(6), 839-862. https://doi.org/10.1080/02680939.2026.2647074
This article explores the LEGO Foundation's efforts to promote playful learning in Danish public education. Drawing on theories of affective power, we examine how the Playful Learning program secures influence by positioning itself as an alternative to dominant discourses of impact, measurement, and learning outcomes in education governance. The article builds on an analysis of materials published or funded by the LEGO Foundation around the Playful Learning program as well as interviews with program representatives. Lodged in a philanthropic strategy based on invoking promises of community building, excitement, and riskiness, we argue that the program represents a paradigmatic case of what we term affective philanthropy. Rather than support established policy goals or networked governance, the affective philanthropy of the LEGO Foundation asserts power by mobilizing a vague desire for less control and more play. After showing how this logic plays out in the foundation's materials in relation to three conventional frameworks of governance – policy, accountability, and knowledge – the article concludes by discussing the democratic implications of entwining public education with philanthro-capitalist arrangements of intensity and excitement.

Cour des comptes. (2026). ***Le troisième cycle des études de médecine*** (p. 152). Consulté à l'adresse Cour des comptes website: https://www.ccomptes.fr/sites/default/files/2026-10/20261014-3e-cycle-etudes-de-medecine_0.pdf
La Cour des comptes a réalisé, à la demande de la commission des affaires sociales du Sénat, une enquête portant sur « le troisième cycle des études de médecine ». Menée par une formation interchambres de la Cour, elle a donné lieu à plus d'une centaine d'entretiens avec des représentants de l'ensemble des acteurs concernés et à des visites de terrain, réalisées en Île-de-France auprès de deux groupes hospitalo-universitaires de l'Assistance publique-Hôpitaux de Paris (AP/HP), à Lille, Valenciennes, Nantes, Limoges, Guéret et Orléans. Le rapport qui en est issu montre que la réforme du troisième cycle des études de médecines et de l'accès à l'internat a permis de réelles avancées pédagogiques mais s'est aussi traduite par une spécialisation excessive de la formation des futurs médecins. Il souligne que l'augmentation à venir du nombre d'internes à former (de 39 000 en 2025 à plus de 50 000 en 2033), dont la Cour évalue le coût annuel vers 2033 entre 700 M€ et 1 Md€, offre une opportunité de rééquilibrage territorial et sectoriel de l'offre de soins. La Cour appelle par ailleurs à activer simultanément l'ensemble des leviers disponibles pour favoriser une répartition plus harmonieuse des internes en stage sur l'ensemble du territoire.

Creamer, E. T. (2026). **The Democratic Mission: Community Colleges as Engines of Social Mobility and Civic Engagement**. *Innovative Higher Education*, *51*(4), 1735-1750. https://doi.org/10.1007/s10755-026-09911-7
Community colleges' democratic mission is often treated as separate from their economic function. This conceptual essay advances a civic incubator model showing how the two are co-produced by design. Using a story-to-system-to-theory progression, the paper begins with a student vignette, situates that experience within sector realities (open access, commuting and

work patterns, local anchoring), and then articulates a framework that links access to durable civic capacity. The model specifies three mutually reinforcing components—accessible entry points, integrated problem-centered learning, and community connections via campus democracy and employer/nonprofit partnerships—through which students practice deliberation, collaboration, and public problem-solving while building career skills. The argument offers promising propositions and practical guidance for aligning mission with metrics and discusses implications for policy, assessment, and future empirical research.

Crittenden, C. A., Policastro, C. N., & Marcum, C. D. (2026). **Navigating Compliance and Culture: How University Administrators Perceive Title IX Resources**. *Innovative Higher Education*. https://doi.org/10.1007/s10755-026-09893-6
The current study explored the nature of existing Title IX resources and policies on college/university campuses across the Southeastern US, along with perceptions of campus administrative leaders in Title IX, Dean of Students, and multicultural, diversity, and women's center offices regarding the quality of these resources and policies and how well they served students. While quantitative results indicated a general satisfaction with services and policies, qualitative results uncovered concerns with current availability.

Dahan, N., Tamir, E., & Yemini, M. (2026). **Street-Level Bureaucracy in health promoting schools: a cross case analysis through Bourdieu's capital theory**. *Journal of Education Policy*, *41*(6), 995-1019. https://doi.org/10.1080/02680939.2026.2634023
In the early 2000s, Israel's Ministry of Education introduced health-promoting schools. Effective implementation requires tailored support to meet the diverse needs of communities with different cultural backgrounds. However, policies, especially when imposed top-down, may face resistance. This study explores how these policies were adapted to cultural, social, and economic contexts in three public elementary schools: A Mizrachi Jewish community, the African Hebrew Israelite Nation of Jerusalem, and a Bedouin community. Semi-structured interviews were conducted with educators, parents, and district instructors, and focus groups were held with students. Data were analyzed using Lipsky's Street-Level Bureaucracy theory (1980), alongside Bourdieu's capital theory (1984, 1986), together offering a comprehensive framework. The findings reveal that principals and teachers developed informal practices to address challenges. However, a lack of resources hindered implementation. To overcome these challenges, street-level bureaucrats leveraged students' and parents' social, economic, and cultural capital. The study highlights a need for flexibility in policy design and implementation to adapt to diverse local contexts, establish guidelines for discretionary decision-making, and foster initiatives to promote health policies. This research deepens understanding of how street-level bureaucrats interpret and implement government policy and how community and the educational staff capital within school influences policy implementation.

Dang, H.-A., & Do, M. N. N. (2026). ***Making AI tutoring work for poorer schools*** (Working paper N° 1844). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1844
Generative AI can make schoolwork look better without making students better at it. AI tutors could reach families who cannot afford human tutors, but whether they narrow learning gaps depends on policy. Randomized trials in Ghana, Nigeria and Sierra Leone show that AI-supported programs can raise learning measured without AI. Yet they do not isolate what works, and a large trial in rural China found no gain from AI personalization over non-personalized practice. This

essay suggests that education systems, in Africa and beyond, judge complete programs rather than chatbots: by what students learn without AI, who benefits, and how they compare with feasible alternatives at full cost.

d'Aquino, M. (2025). **Redéfinir l'enseignement supérieur par la privatisation : du développement du privé à la diffusion de ses normes**. *VRS - La vie de la recherche scientifique*, 19-23. https://doi.org/10.5281/zenodo.22829666
Aujourd'hui en France, la croissance de l'enseignement supérieur est portée par un nouvel enseignement supérieur privé. Celui-ci se développe par la captation d'une demande étudiante en s'appuyant sur l'appropriation d'un ensemble de ressources matérielles et symboliques produites par l'action publique.

d'Aquino, M. (2026). **Rejeter l'État en s'appropriant ses ressources : l'enseignement supérieur privé saisi par la fabrique publique d'un marché éducatif**. *Ressources publiques, affaires privées : ce que les entreprises doivent à l'État*. https://doi.org/10.5281/zenodo.23686982
Le développement de l'enseignement supérieur privé lucratif en France repose sur un paradoxe central : ces établissements construisent leur attractivité sur un rejet discursif de l'État et de l'université, tout en dépendant fortement des ressources matérielles, institutionnelles et symboliques produites par l'action publique. Une enquête mixte, combinant analyse de supports promotionnels, observations de salons et de journées portes ouvertes, entretiens et questionnaire auprès de 3 565 lycéens, met en évidence une double dynamique. D'une part, les écoles privées lucratives captent de nouveaux publics, notamment issus des classes moyennes et populaires, en disqualifiant symboliquement l'université publique, présentée comme massifiée, impersonnelle et peu professionnalisante. D'autre part, elles s'appuient sur des instruments publics qui rendent leur expansion possible et crédible : financement par l'apprentissage, inscription au RNCP, certification Qualiopi, dispositifs publics d'orientation et cadrages politiques centrés sur l'employabilité et l'adéquation formation-emploi. L'essor du secteur apparaît ainsi moins comme le produit d'un retrait de l'État que comme celui d'une reconfiguration de ses modes d'intervention. Loin d'émerger contre l'action publique, ce marché éducatif se développe par elle, au croisement de financements publics, de formes souples de régulation et de circulations entre sphères administratives et privées. La montée du supérieur privé lucratif s'interprète dès lors moins comme une privatisation contre l'État que comme une privatisation par l'État.

Davi, H. ***Proposition de loi relative à l'accès à l'enseignement supérieur en alternative à Parcoursup***. , Pub. L. No. 3464 (2026).

Davies, H. (2026). ***Automatic recognition of qualifications and competitiveness*** (p. 13). Consulté à l'adresse EUA : European university association website: https://eua.eu/publications/briefings/automatic-recognition-of-qualifications-and-competitiveness.html
Full adoption of the automatic recognition of higher education qualifications has implications well beyond student mobility. It is a key step towards the EU's economic security and strategic autonomy. This briefing looks at the profile of automatic recognition in the EU's drive for economic competitiveness. To do so, it examines the frictions and the opportunities among three key applications of automatic recognition – in the Bologna Process, in the EU's internal market and in international trade.

de Geuser, I. (2024). ***Les consultants internationaux et la circulation transnationale des normes éducatives : des idéaux-types aux micromondes sociaux de la consultance en Afrique subsaharienne*** (Theses, Université Paris-Est Créteil Val-de-Marne - Paris 12). Consulté à l'adresse https://theses.hal.science/tel-05802323

The research focuses on the transnational actors that are international educational consultants in the French-speaking world. We question their trajectories, their interactions and their symbolic in public action in education and training, specifically in international cooperation policies and actions. Through this questioning, we seek to understand the upheavals of the professions underway to redefine a new transnational professional activity, as well as the recompositions of governance in education, particularly in the countries of the African continent and its sub-Saharan region. How do international educational consultants and their microworlds reflect transversality, transnational movements and the blurring of boundaries in educational governance in sub-Saharan Africa?The transnational nature of the consultants' work makes it difficult to grasp these actors, and so our position is constrained by our theoretical and empirical openness. We follow in the footsteps of the theories of the sociology of public action, emerged in a context of increasing complexity in governance, and for which the adoption of an interdisciplinarity necessary to grasp the recompositions at work. To observe the operations of cooperation and collaboration between actors, symbolic interactionism guides this research in a conception of social worlds (Becker, 1982). This world metaphor represents the interactions between actors in a collective activity, their trajectories and their symbolic. Finally, the political sociology of the international enables us to go beyond the dichotomies between the micro and the macro, and to link the analysis of the political, the social and the international.The survey is multi-sighted, offline and online, to adapt to the transnational modality of these actors. Seventy-five semi-structured interviews were conducted with consultants, coupled with several hundred digital documents and online ethnographic episodes. NVivo helped to analyse this wealth of qualitative data. Thus, based on the data and our tridisciplinary interactionist sociology approach to transnationalism professional groups, three ideal types of international education consultants were conceptualised: the entrepreneurs, the equilibrists and the purists. This typological tool for consultants and their relationship to formal, social and above all practical norms (Olivier de Sardan, 2021a) is revealed in the analysis of the microworlds of educational consultants: in the evaluation of international cooperation policies in education, in teacher training actions financed by French cooperation and in a European cooperation project for Angolan higher education.At these different scales, the analysis of these cases with regard to this ideal typology demonstrates the standardising and harmonising tendencies of consultants. Nonetheless, we call for a revision and temper of the Consultocracy thesis, because the consultants don't have that much power, except through network effects. Finally, from ideal types to microworlds, we conceive of international educational consultance as a transnational professional activity participating in the movement of educational norms.

Deledalle, A., Tanguy, E., Collet, S., Dulac, C., & Paquelin, D. (2026). **Diversité étudiante et flexibilisation : Retour d'expérience sur une démarche de transformation à Nantes Université**. *Diversité et Réussite[s] : engagement, bien-être et capacitation*. Consulté à l'adresse https://nantes-universite.hal.science/hal-05839739

La transformation des publics étudiants dans l'enseignement supérieur, marquée par une diversification des parcours et des conditions d'étude, invite à repenser les cadres traditionnels de formation. La flexibilisation des parcours apparaît comme une réponse à cette pluralité, en proposant des dispositifs capables de s'adapter aux besoins, contraintes et trajectoires des

étudiants. Toutefois, malgré un consensus sur son importance, sa mise en œuvre reste inégale et soulève des difficultés d'appropriation par les acteurs. Cette communication analyse une démarche conduite à Nantes Université dans le cadre du programme NeptUNe, visant à accompagner cette transformation. Structurée de manière progressive et itérative, elle articule quatre étapes : un séminaire inter-établissements favorisant la problématisation, la co-rédaction d'un livre blanc pour formaliser un cadre de référence, des ateliers d'appropriation permettant de confronter ce cadre aux pratiques, puis des ateliers d'opérationnalisation pour engager concrètement la transformation des formations. Le retour d'expérience met en évidence que la flexibilisation agit comme un révélateur des tensions organisationnelles et professionnelles, et que son appropriation repose sur la capacité des acteurs à se projeter et à s'engager dans des transformations soutenables. Plus qu'une injonction, elle nécessite un processus collectif, réflexif et progressif, interrogeant en profondeur les modes d'action dans l'enseignement supérieur.

DEPP. (2026). ***L'état de l'École 2026*** (N° 36; p. 122). Consulté à l'adresse Ministère de l'Éducation Nationale website: https://www.education.gouv.fr/depp/l-etat-de-l-ecole-2026-506646
Scolarité des élèves, investissements, climat scolaire, formation des personnels, acquis des élèves, parcours, orientation et insertion professionnelle... Tous ces thèmes sont abordés dans « L'état de l'École 2026 » à travers 39 fiches courtes pour une lecture synthétique des grandes questions liées à l'éducation.

Ding, F., & Chen, S. (2026). **Secret, sacred, and cover stories: four rural elementary music teachers' assessment practices in China**. *Journal of Curriculum Studies*, *58*(5), 876-898. https://doi.org/10.1080/00220272.2025.2536273
The 2022 revision of China's Arts Curriculum Standards for Compulsory Education (including music) has sparked theoretical discussions about how general music teachers in China can adapt their teaching practices to align with the new guidelines. Using a narrative inquiry approach, this study explores how four rural music teachers engage with the assessment requirements set forth by the revised curriculum standards. The findings highlight the tension between teachers' personal knowledge of assessment in the classroom and the external constraints or expectations imposed by the curriculum, revealing the on-going negotiation between teachers' personal professional judgment, framed as "secret stories, and the external curriculum standards, conceptualized as "sacred stories." The research contributes to a broader understanding of the challenges and opportunities in implementing arts education reforms, particularly in rural contexts, and provides valuable insights for policy and practice.

Dorogoïchenko, A. (2025). ***L'éducation musicale à l'école élémentaire en France et en Russie : étude comparative des curricula et des pratiques des formations professionnalisantes : les cas des CFMI (France) et des facultés musico-pédagogiques (Russie)*** (Theses, Université François Rabelais - Tours). Consulté à l'adresse https://theses.hal.science/tel-05741452
Cette thèse analyse l'éducation musicale à l'école élémentaire en France et en Russie à travers une approche comparée et contrastive des curriculums de formation des enseignants de musique destinés à l'école générale. L'étude cherche à comprendre la fonction et les enjeux de cette discipline dans deux contextes socioculturels et institutionnels distincts, en s'appuyant sur trois principes-axes communs : la sensibilité, l'expression de soi et la créativité. L'enquête repose sur une double méthodologie : l'analyse documentaire des programmes de formation, plans d'études et textes officiels, et une enquête empirique (questionnaires et entretiens) menée auprès de formateurs et d'étudiants en France (CFMI) et en Russie (facultés musico-

pédagogiques). Le cadre théorique mobilise la didactique comparée, la sociologie du curriculum et l'éducation comparée, en articulant professionnalisation et identité professionnelle. Les résultats mettent en évidence que l'éducation musicale, malgré sa fragilité institutionnelle, demeure un espace privilégié de développement personnel et culturel. Deux fondements conceptuels structurent les contextes analysés : en France, un pragmatisme éducatif qui valorise la créativité, la polyvalence, l'inclusion et la co-construction ; en Russie, un romantisme esthétique et éthique qui inscrit la discipline dans une tradition originale, fondée sur la dramaturgie émotionnelle, le respect prononcé de l'héritage et l'immersion affective dans la musique étudiée. Ces orientations opposées révèlent des tensions entre transmission et création, technicité et sensibilité, institution et expérience vécue. Néanmoins, les points convergents ont été révélés, permettant d'imaginer une didactique hybride qui embrasserait à la fois la créativité individuelle et la transmission patrimoniale. Elle ouvrirait ainsi la voie à une éducation musicale intégrative, humaniste et interculturelle, apte à répondre aux défis contemporains de l'école élémentaire.

Duru-Bellat, M. (2026, novembre 9). **Massification de l'enseignement : dans l'éducation aussi, gouverner c'est prévoir**. Consulté 9 novembre 2026, à l'adresse Alternatives économiques website: https://www.alternatives-economiques.fr/massification-de-l-enseignement-dans-l-education-aussi-gouverner-c-est-prevoir_09-11-2026
Il serait trop facile de dire, aujourd'hui, que la poussée de fièvre lycéenne était prévisible. Néanmoins, nombre des difficultés associées à Parcoursup et aux…

Ecton, W. G., & Metcalfe, C. M. (2026). **Young Adults' Public and Private Support for Higher Education in America**. *Innovative Higher Education*, *51*(4), 1593-1618. https://doi.org/10.1007/s10755-026-09919-z
Given recent media attention and political narratives questioning the value of higher education, we survey young Americans about their attitudes towards college. We explore two dimensions of attitudes towards college – higher education as a private good and as a public good. We find most young people still believe most of their peers should go to college, and most want their children to go to college, although there are meaningful differences across demographic groups and different student experiences, with practical and political implications. We find evidence suggesting that exposure to higher education and providing students with adequate information during their own college search process may be meaningful predictors of young adults' attitudes about college.

Etienne, R., Dreyfus, M., & Chabanne, J.-C. (2026). ***Du faire parler, écrire et penser les élèves à l'agir éducatif : Changer l'école avec et grâce à ses acteurs***. Consulté à l'adresse https://www.pulm.fr/default/du-faire-parler-ecrire-et-penser-les-eleves-a-l-agir-educatif.html
Cet ouvrage collectif s'est donné pour but de « changer l'école avec et grâce à ses acteurs » en décryptant l'agir enseignant, en montrant la puissance réflexive de l'écriture et en traitant la question centrale des médiations langagières. Il pointe les responsabilités dans l'échec scolaire pour mieux le combattre. Les recherches réunies mobilisent plusieurs champs théoriques : la didactique du français, les sciences du langage, celles de l'éducation et de la formation et l'analyse du travail.La question posée est politique, éthique et professionnelle : de quelle éducation avons-nous besoin pour répondre aux urgences sociétales, écologiques, géopolitiques ? Quelles mutations devons-nous engager pour y parvenir ? Quel rôle pour la recherche ? Quel accompagnement des acteurs en vue d'une démocratisation réelle de

l'accès aux savoirs, à l'ouverture culturelle et à une réelle émancipation des élèves ?Les avancées présentées ici tiennent au dialogue avec les acteurs du terrain, à l'écoute des savoirs de l'expérience qui leur permettent de les objectiver, les questionner, les verbaliser, ensemble. À ce titre, le rôle de la recherche en éducation y est scientifique, formatif et éthique.

European University Association (Transnational). (2026). ***25 years of the European University Association*** [Report]. Consulté à l'adresse https://eua.eu/publications/reports/25-years-of-the-european-university-association.html
In 2026, the European University Association marks 25 years as the voice of Europe's universities. As we celebrate the anniversary, this publication highlights some of EUA's most notable achievements, as well as key developments in higher education and research, during this time. To show how the Association, the university sector and the broader European landscape have evolved over the past quarter of a century, 25 members of EUA's community provided their recollections and reflections on our journey so far. Each contributor – including university leaders who have served as EUA President or Board member, representatives of member universities who have contributed to a Steering Committee, Expert Group or other activity, current and former staff members, policy makers and fellow higher education and R&I stakeholders who we have worked with here in Europe and further afield – highlights a particular milestone.

Eyebiyi, E., Ahouangonou, S., Patinvoh, A.-J., & Atchade, B. (2026). **Gratuité de l'enseignement primaire et qualité de l'éducation au Bénin : les ambivalences de la massification en milieu lacustre**. *International Review of Education*, *72*(5), 855-874. https://doi.org/10.1007/s11159-025-10223-9
Free primary education and educational quality in Benin: Ambivalences of massification in a lakeside community – This article examines the impact of free education policies on the quality of basic education in Aguégués, a disadvantaged lakeside community in Benin. It sheds light on how the implementation of the free education policy – introduced to promote mass enrolment in primary education and achieve the goals of Education for All – has yielded mixed results over the past decade. The socio-anthropological analysis presented provides an insight into the transformations in basic education and the perceptions of stakeholders regarding education as a public good, as well as its delivery under the paradigm of a public policy known as "free education". Whilst the objectives of democratising primary education appear to have been achieved, the question of the quality of the education received by learners remains unresolved, as does the development of practical norms through which teachers have attempted to regulate and reclaim control over the new constraints of massification within the emerging local arena.

Frederic, A., Rzucidlo, K., Burmicky, J., McFadden, D., & Carter, E. (2026). **Disrupting Elitism: Exploring Sociocultural Dynamics at a Private HBCU**. *Innovative Higher Education*, *51*(5), 1827-1848. https://doi.org/10.1007/s10755-025-09810-3
Informed by a transformative paradigm, we examined student engagement at a private, research-intensive HBCU by considering the role of social and cultural capital. In doing so, we paid close attention to how undergraduate students navigated and disrupted elitism on campus through an HBCU-based theoretical model. We used interview and focus group data, including 20 undergraduate students from diverse backgrounds and fields of study. We analyzed structural barriers discussed by our participants, including perceptions of legacy, selectivity, and elitism. We

provided culturally and racially affirming recommendations for higher education practice tailored to HBCUs.

Friedensen, R. E., Collom, G. D., Cooper, A. R., Trad, J. K., & Svoboda, B. (2026). **The Purpose, Value, and Public Perception of Higher Education: An Introduction to the Special Issue**. *Innovative Higher Education*, *51*(4), 1527-1535. https://doi.org/10.1007/s10755-026-09966-6

Gaillard, J. (2026). ***Formation professionnelle en France : entre reproduction sociale, émancipation et déclin... des lycées professionnels***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-formation-professionnelle-en-france/87011
La formation professionnelle occupe une place singulière dans l'histoire scolaire française, prise entre émancipation et assignation. Des corporations médiévales aux lycées professionnels actuels, son évolution révèle l'entremêlement des hiérarchies sociales, des enjeux économiques et des politiques éducatives. En s'appuyant sur archives, débats, enquêtes et récits de vie, l'ouvrage montre comment cette voie a souvent reproduit les inégalités : orientation précoce, parcours segmentés, division sexuée des métiers, exploitation de la main d'œuvre juvénile, affaiblissement des enseignements généraux. Mais il met aussi en lumière des tentatives de démocratisation et des espaces d'émancipation. En questionnant l'accès au supérieur, les limites de l'alternance et le rôle éducatif des lycées professionnels, il propose une lecture renouvelée de cette filière. Une interrogation centrale traverse le livre : que devrait être la formation professionnelle dans une société démocratique ? Un ouvrage destiné aux chercheurs, enseignants, décideurs et à tous ceux qui croisent la voie professionnelle.

Gibout, C. (2025). **L'Université, un monde de transactions ?** *Pensée plurielle*, *62*(2), 27-38. https://doi.org/10.3917/pp.062.0027
L'analyse à différentes échelles des transactions sociales et spatiales à l'ouvrage au sein des universités est au cœur de cet article. Deux niveaux de gouvernance (national et local), un niveau interpersonnel (enjeux de reconnaissance et de compétence) et un niveau intrapersonnel (relations vie professionnelle vie privée) ont été repérés et présentés dans leurs singularités. Le tout dessine au final une vision complexe des inévitables conflits et nécessaires compromis se déployant dans le monde académique.

Gokturk, D., & Horta, H. (2026). **Academic inbreeding and boundary-making in higher education institutions**. *Higher Education*, *92*(4), 2039-2069. https://doi.org/10.1007/s10734-025-01610-0
Academic inbreeding continues to be a challenge for many universities in both developed and developing higher education systems, and it is not easy to mitigate or eradicate. The practice has been studied from several standpoints, using a variety of methodologies, but efforts to conceptualise academic inbreeding have been limited. In this study, we add to the understanding of academic inbreeding by extending the conceptualisation of this phenomenon. Drawing on the literature, we conceptualise academic inbreeding from an identity-boundary perspective and identify three cultural mechanisms (recruitment, patronage networks, and scientific culture) and two identity mechanisms (beliefs related to immobility and recognition and academic and researcher identity) through which academic inbreeding influences academic agency, behaviour, and work. Our analysis suggests that academic inbreeding can be defined by relational mechanisms linking culture and identity, and that in this identity form academic inbreeding does not entail complete exclusion from groups (inbred vs non-inbred). Based on the identified mechanisms, we propose novel research questions and

perspectives that can be used to further the conceptual analysis of academic inbreeding and foster a better understanding of the phenomenon, eventually contributing to its mitigation, eradication, or strategic use.

Górska, A. M. (2026). **Still rector, no longer in charge: symbolic displacement and managerial governance in a Polish private university**. *Tertiary Education and Management*, *32*(4), 475-496. https://doi.org/10.1007/s11233-026-09187-8
This article examines how academic authority can be hollowed out without formally abolishing academic leadership. Drawing on 23 repeated interviews conducted over 21 months with the rector of a Polish private university, supplemented by observations and organisational artefacts, I trace how the appointment of a chief executive officer reconfigured the relationship between the rectoral office and the authority attached to it. I develop the concept of symbolic displacement to describe a process in which a formal leadership office remains visible and continues to perform legitimating functions while practical authority over agendas, resources, institutional representation and the academic core increasingly migrates elsewhere. The analysis identifies four mechanisms through which this occurs: spatial reassignment, ritual reordering, representational capture and managerial extension into the academic core. It further shows that displacement does not require passivity: the rector continued to object and invoke academic authority but increasingly lacked the organisational leverage to make that resistance consequential. The article extends institutional accounts of decoupling by locating the separation between formal legitimacy and practical authority within leadership offices themselves. It also specifies the conditions under which hybrid governance may become asymmetrical, allowing collegial forms to remain institutionally visible while managerial actors acquire increasing practical authorship over university activity.

Hart, B. (2026a). **Performing the epistemorphic in social policy: the case of higher education**. *Journal of Education Policy*, *41*(6), 863-879. https://doi.org/10.1080/02680939.2026.2646220
This paper develops a theoretical argument, aided by illustrative empirical interview data, that the logic of evidence-based policy can lead to a paradox where practice is dissonant with policy aims. Drawing on 21 interviews with higher education administrative practitioners, and from the theoretical insights of Barnes, Wittgenstein, and Baudrillard, the paper explores how concepts such as rigour are learnt and enacted through informal processes of imitation. This results in the development of relatively isolated semantic communities in which the same terms carry divergent meanings which, in turn, leads to the emergence of epistemorphic forms: that is, outputs that mimic the appearance of scientific knowledge. Indeed, it is argued that a singular shared understanding of complex concepts would be a nonsensical agenda, doomed to fail due to the complex nature of conceptual application in the social world. The novel concept is used to theorise how performative compliance with regulatory demands can produce the illusion of rigour whilst in fact belying inevitable terminological pluralism. It concludes by considering the implications of this process for evidence-based governance across different social policy domains, and suggests that what appears as strong evidence might be a simulacrum of scientific authority.

Hart, B. (2026b). **What does it mean to widen participation? a machine learning analysis of historical and contemporary access discourses**. *Higher Education*, 92(4), 2099-2125. https://doi.org/10.1007/s10734-025-01612-y

Diversifying the demographic makeup of higher education institutions remains at the forefront of both government and university policy agendas. This paper examines the evolving discursive landscape of Widening Participation (WP) in the English higher education system through a machine learning analysis of institutional texts. Drawing on a novel dataset produced for this research entitled the Access Corpus, which is comprised of twenty years of Access Agreements and Access and Participation Plans, this paper applies machine learning tools to explore discursive shifts that have taken place in the domain of WP. Topic Modelling shows that both conceptual understandings of key terms and the focus of widening participation discourses have been transformed over the past twenty years as discourses have moved towards marketisation, and regulatory compliance. Importantly these shifts are not felt equally across the sector, statistical analysis indicates that high-status institutions display greater autonomy in their responses to regulatory policies and thus a more stable discourse over time. This paper's empirical findings are situated within a broader theoretical understanding of discourse which emphasises its inherently untethered nature, where meanings are constituted and reconstituted through use over time; aligning with Ball's 'policy as discourse' framework. Thus, 'widening participation' is neither fixed nor stable, but instead continually re-understood through institutional responses to shifting political, economic, and regulatory circumstances. This paper provides both methodological innovations through its use of topic modelling and a critical examination of how widening participation is constructed by higher education institutions over time.

Hasse, R., Hwang, H., & Mormann, H. (2026). **Expanding institutional analysis: helping professionals and the reconstruction of academic individuals**. *Higher Education*, *92*(4), 1871-1892. https://doi.org/10.1007/s10734-025-01600-2

This article examines the institutional making of the academic individual amid the ongoing transformation of higher education and universities. By integrating three established foci of institutional analysis—organizational structures, societal discourses, and professional practices—we move beyond conventional approaches that typically consider these dimensions in isolation. Central to our study is the role of new helping professionals—such as grant specialists, career mentors, and emotional support specialists—whose purported task is to empower individuals within organizations, fostering personal development and, in turn, enhancing organizational performance. On the one hand, this new occupational group supports academics in meeting expanded responsibilities; on the other hand, through their professional practices, they simultaneously raise expectations placed on academics and, against this backdrop, identify deficits that are to be overcome. By adopting the threefold approach of institutional theory, we highlight the implications for what it means to be an academic individual and consider the potential consequences for science as a meritocratic system.

Hou, Y. (2026). **What do we mean by "AI Integration"? Toward a typology of integrating artificial intelligence in higher education**. *Higher Education*, *92*(4), 1915-1933. https://doi.org/10.1007/s10734-025-01603-z

Artificial intelligence (AI) is widely recognized as a transformative force in higher education, yet the term "AI integration" remains conceptually underdeveloped. As institutions increasingly adopt AI for teaching, learning, and administrative functions, it becomes urgent to clarify what integration entails. This article proposes a typology of AI integration consisting of three interrelated dimensions: (1) AI as pedagogical infrastructure, which includes tools and platforms that support instruction and academic operations; (2) AI as curricular or professional content, which concerns the teaching of AI-related knowledge and skills; and (3) AI as sociotechnical context, which

frames AI as a structural and cultural force shaping educational norms and institutional values. Drawing on insights from educational technology, curriculum studies, and sociotechnical systems, the typology offers a structured lens to support intentional, reflective, and context-sensitive approaches to AI adoption in higher education. By identifying distinct assumptions and implications tied to each dimension, the article contributes to ongoing discussions about equity, ethics, and institutional change in the digital age.

Howell, W. G. (2026). **Trust Violations in Research Universities**. *Journal of Economic Perspectives*, *40*(4), 53-72. https://doi.org/10.1257/jep.20251484
By nearly twice as much as in any other institution that Gallup tracks, public trust in research universities has fallen over the past decade. The causes are not only external. This essay examines two violations of trust that originate within the academy: research that is driven by political advocacy, and a professoriate whose range of ideological viewpoints has narrowed, especially in the humanities and social sciences. The first subordinates the pursuit of truth to political aims; the second erodes the diversity of perspectives that checks individual biases and lets research correct itself. Both break faith with the arguments originally advanced for tenure and academic freedom. Restoring trust demands a renewed commitment to disinterested inquiry and the cultivation of intellectual pluralism—objectives, both, that are best adopted voluntarily, without state censor or interference, and promptly.

Hu, R., & Chen, Y. (2026). **Cross-national benchmarking of inquiry-based learning in secondary geography curricula: a multidimensional analysis across Mainland China, the United States, Singapore and British Columbia**. *Journal of Curriculum Studies*, *58*(5), 825-848. https://doi.org/10.1080/00220272.2026.2634701
In an era of complex global challenges, fostering critical, adaptive, and inquiry-driven learners necessitates robust geography education and inquiry-based learning (IBL). While globally endorsed, IBL's textual codification across national contexts remains under-explored. The study combines discourse analysis with curriculum mapping, providing a multilayered lens to examine how IBL is conceptually framed, linguistically constructed, and operationally supported in geography curriculum documents. A mixed-methods comparative analysis examined high school geography curriculum standards in Mainland China, the United States, Singapore, and British Columbia. The methodology combined computational linguistics (semantic and syntactic analysis) with a multi-dimensional scoring framework evaluating core IBL features. Analysis revealed substantial cross-jurisdictional variation. Distinct linguistic patterns in voice and syntactic complexity signal divergent framings of student versus systemic agency. Multi-dimensional scoring demonstrated that the United States and British Columbia exhibit comprehensive IBL integration, Singapore presents a structured hybrid model, and Mainland China demonstrates a more limited, teacher-guided articulation. These variations are not merely stylistic but are deeply shaped by intersecting assessment regimes, pedagogical traditions, and governance structures. Highlighting the tension between inquiry ideals and high-stakes testing, this study provides critical insights for aligning policy with pedagogical practice to foster robust IBL globally.

Huang, J. (2026). **Pivoting academic Communities, piloting 'Diaspora options': diaspora academicians of Chinese Mainland and Taiwan region**. *Higher Education*, *92*(4), 1975-1997. https://doi.org/10.1007/s10734-025-01607-9
Focusing on diasporic Chinese academicians of the Chinese Academy of Sciences and Academia Sinica, this study revisits the everchanging roles of overseas scholars and academic

exchanges in higher education and research system. Specific attentions are paid to three themes: (a) the long-run evolution of diaspora academics' involvement in China, (b) the geographical network of academic communities; and (c) the distribution of academicians across different academic disciplines. As revealed by the analysis, divergent systems of inclusion, citizenship rules, and localization policies reflect each side's balance between internationalization, national diplomacy, and domestic academic identity within academic brain circulation and resistance. Conclusion further highlights a shift from the earlier diaspora option, where overseas Chinese academics facilitated international exchange, to a rising returnee option driven by China's talent policies and global geopolitical tensions. Further implications would not only benefit our conceptual understanding of the 'academic community' from an East Asian perspective, but also offer valuable lessons for transnational (dis-)mobility in higher education.

Ibrahim, A., & Taylor, B. (2026). **Establishing Postliberal Goals: Professional Authority and Partisan Control in Indiana**. *Innovative Higher Education*, *51*(4), 1649-1666. https://doi.org/10.1007/s10755-026-09909-1

This paper examines the shift in authority from the academic profession to state governments in U.S. public higher education. Using a qualitative case study of the controversial passage of Indiana's Senate Enrolled Act 202 (SEA 202), we examine how this change in governance was justified. Through review of legislative records, media reports, and statements from faculty, university leaders, and policymakers, we explore how different actors explained the purpose and control of higher education. Findings show that supporters and opponents of SEA 202 invoked the same concepts—academic freedom, shared governance, and intellectual diversity—but assigned them very different meanings to promote competing ideas of governance. Proponents described partisan state control as a way to fix a faculty profession seen as ideologically dominated, while opponents defended professional authority as a vital safeguard against political interference in higher education's public and private roles. These findings suggest that while SEA 202's passage illustrates the formal authority of states over public higher education, postliberal governance reforms also rely on reinterpreting professional norms. This creates limited but significant pathways for academic professionals to continue defending their role in serving the public.

Ingram, R., & Ainscow, M. (2026). **Three decades on from Salamanca: it's time to think differently about inclusive education**. *International Journal of Inclusive Education*, *30*(13), 3977-3992. https://doi.org/10.1080/13603116.2025.2594156

31 years ago, UNESCO's Salamanca Statement called for the inclusion of all children and young people in mainstream schools, and an end to segregated learning. While much progress has been made over the last three decades, particularly in the areas of international policy and agreements, hundreds of millions of children are still denied access to quality education. This article calls for a change in the discourse around inclusive education and a rethink in how education systems are designed at a fundamental level. Currently, discourse in inclusive education is predominantly centred around a deficit model of inclusion. While it is important to provide specialist support for marginalised groups, we argue that radical education system redesign is urgently needed if we are to meaningfully include all students. Above all, rather than viewing inclusive education as a commitment or a noble cause, we should instead see it as an opportunity to improve learning for all students, to create more accepting societies, and to tackle the global challenges of our time. Through such a shift in thinking, we hope for an increased focus

on the benefits of inclusive education from all stakeholders, including governments, researchers, teachers, and parents.

Johnson, R. C., & Land, A. (2026). **Who Benefits From Universal Prekindergarten? Examining the Complementary Effects of Three California Education Reforms**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4282* [Report]. Consulté à l'adresse https://learningpolicyinstitute.org/product/universal-prek-california-education-reforms-brief
Cette note du Learning Policy Institute présente une étude des effets combinés de trois politiques conduites en Californie entre 2009 et 2019 : le programme préscolaire de l'État (CSPP), la création d'une année préscolaire de transition (transitional kindergarten, TK) par une loi de 2010, et la réforme du financement de l'enseignement primaire et secondaire (LCFF). Les auteurs ont relié les données d'inscription préscolaire aux données scolaires longitudinales de l'ensemble des élèves des écoles publiques californiennes, de la maternelle à la 4e année, pour les cohortes entrées en maternelle de 2011 à 2014 (plus de 1,6 million d'enfants), et combinent plusieurs méthodes quasi expérimentales. Selon l'étude, les cohortes concernées par la loi de 2010 gagnent près d'une année scolaire en lecture et environ deux tiers d'année en mathématiques en 3e et 4e années. Les effets de l'année de transition sont nettement plus marqués pour les enfants de familles à faibles revenus, plus forts encore lorsque ces enfants ont fréquenté le programme préscolaire dès 3 ans, et plus durables dans les écoles mieux financées. Les auteurs y voient une complémentarité entre investissements précoces et dépenses scolaires ultérieures. Le rapport complet est publié par Getting Down to Facts.

Jones, E. S., Skiles, J. D., Lebioda, K. R., Cummings, K. M., & DesJardins, S. L. (2026). **Complicating Education Geographies: Examining the Relationship Between Postsecondary Transfer Landscapes and Student Outcomes**. *The Journal of Higher Education*, *97*(7), 1223-1250. https://doi.org/10.1080/00221546.2025.2558445
This study employs descriptive and logistic regression analyses to explore how geography influences access to baccalaureate education via vertical transfer in Michigan. We build on prior literature examining the relationship between college proximity and transfer behavior by focusing on the types of nearby four-year institutions in terms of their graduation rate for transfer students. Our results indicate an inequitable distribution of institutions based on transfer graduation rates that particularly affects groups of students marginalized in higher education (e.g., Black and low-income students). While the type of institutions available nearby did not significantly impact the likelihood of vertical transfer, it had a substantial effect on the type of institutions to which students transferred. Those living closer to low transfer graduation rate institutions (LTGRIs) were less likely to transfer to high transfer graduation rate institutions (HTGRIs) than those living near predominantly HTGRIs. The findings suggest the need for policies aimed at improving the accessibility of HTGRIs to marginalized communities and supporting LTGRIs with the necessary resources to enhance student success rates, thereby addressing higher education stratification.

Jones, V. A., Briscoe, K. L., & Guess, A. (2025). **Contextualizing the Discourse in Anti-CRT Legislation through Faculty Counterstories**. *Innovative Higher Education*. https://doi.org/10.1007/s10755-025-09822-z
In recent years, critical race theory (CRT) has become as a catchphrase for race, identity, and diversity, resulting in legislation across states through which lawmakers have labeled it as divisive. Despite the misalignment of CRT rhetoric with the richness of the theory in understanding inequity through race and racism, faculty still face threats and are challenged on their expertise in various

academic settings because of this social context. The counterstories of faculty who employ CRT can aid in making meaning of the discursive strategies within anti-CRT legislation, as they have first-hand knowledge of the effects of anti-CRT rhetoric. Therefore, through this paper we sought to contextualize the discourse within anti-CRT legislation through the lens of faculty who utilize the theory in their teaching and research. Using van Dijk's (2016) sociocognitive approach to critical discourse analysis (CDA), we examine the interplay between discourse, society, and cognition within 66 anti-CRT legal documents across 42 states. We then used faculty counterstories as context to evaluate the contrast of their racialized realities against the educational values presented in anti-CRT legislation. In our findings, our participants elaborated on misrepresentations of CRT that are rooted in racial ignorance and backlash to racial progress. They also critiqued legislation as a means to erase critical perspectives from the curriculum, resulting in self-censorship the requires individuals to form strategies of resistance. Our work offers implications for policy and practice that challenge organizations to critically examine racialized discourse, as anti-CRT legislation serves as the catalyst for threats to critical thought.

Karn, S., Clark, P., & Llewellyn, K. R. (2026). **A Spectrum of Historical Thinking: K–12 History and Social Studies Curricula in Canada**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 70-89. https://doi.org/10.53967/cje-rce.7633
The purpose of this study is to examine how historical thinking is engaged within K–12 history and social studies curricula in Canada. We conducted a content and critical discourse analysis of curricula at the elementary/middle and secondary school levels for each of Canada's 10 provinces. The findings reveal that while historical thinking—as conceptualized by history education scholar Peter Seixas—is present in history and social studies curricula across most provinces, the degree and nature of this engagement varies. We suggest that the ways in which historical thinking concepts are taken up in curricula may be best represented by a spectrum, which ranges from "established" concepts to "selective interpretation" and, finally, to "limited presence." The study concludes by calling for jurisdictions across Canada to take up historical thinking in a more robust way, in an effort to support meaningful inquiry within history teaching and learning.

Kelchen, R. (2026). **Can New Presidents Improve Colleges' Financial Health?** *Innovative Higher Education*, *51*(5), 1803-1826. https://doi.org/10.1007/s10755-025-09814-z
As many colleges are facing substantial financial challenges, institutional presidents are under increasing pressure to deliver results immediately after assuming the position. In this paper, I examine whether new college presidents are able to increase revenues, decrease expenditures, and improve the overall financial margin. I find little evidence that new leadership at public universities improved the financial position of their institutions in any meaningful way. However, new leaders at private institutions—especially at non-research universities—cut expenses to match declining revenues and right the financial ship.

Khatib, Ach., Fitri, A. Z., Ishomudin, A., Hosnan, M., Syafiqurrahman, Warits, Abd., & Haqan, A. (2026). **Policy implementation of disability education in inclusive schools: a comparative case study of Islamic and public education systems in Indonesia**. *International Journal of Inclusive Education*, *30*(13), 4470-4508. https://doi.org/10.1080/13603116.2026.2642328
This study examines disability education policy implementation across Indonesia's dual education system through a comparative case study in East Java Province, comparing two provincial-level institutions: the Regional Office of the Ministry of Religious Affairs East Java (Kanwil

Kemenag Jatim), overseeing Islamic education (madrasah), and the East Java Provincial Education Department (Dindik Jatim), overseeing public schools. Using Anderson's policy framework, this research analyzes four policy stages: problem mapping, formulation, implementation, and evaluation. Data were collected through participant observation, interviews with seven key informants, and document analysis across two institutional contexts. Findings reveal significant differences: Kanwil Kemenag follows a three-stage reactive proposal process (receiving, classifying, verifying madrasah proposals) focusing on access provision, while Dindik Jatim emphasizes comprehensive educational services. The study identifies a critical gap in Islamic education where evaluation results are not systematically integrated into policy improvement cycles, contrasting with the public system's integrated approach. These findings contribute to understanding inclusive education policy implementation in diverse institutional contexts and highlight the need for systematic approaches moving beyond access provision to comprehensive service delivery.

Kosch, O., Szarucki, M., & McKinley, J. (2026). **Mapping scholarly resources for strategy: a resource-based view of two management faculties**. *Higher Education*, *92*(4), 2071-2098. https://doi.org/10.1007/s10734-025-01611-z
The marketization of higher education (HE) is often framed as a necessary response to competitive pressures, yet its underlying assumptions remain largely unexamined. This paper challenges the dominant view that universities must seek competitive advantage primarily through external market conditions. We argue for an alternative strategic orientation that prioritizes internal scholarly strengths as the foundation for sustainable institutional differentiation. Drawing on the resource-based view (RBV), we introduce the Scholarly Resource Score (SRS), a bibliometric method for identifying and measuring the value and rarity of scholarly resources. Using a dataset of over 1.1 million publication-author-keyword combinations, we apply SRS to University College London School of Management and Krakow University of Economics College of Management and Quality Sciences. Our analysis demonstrates that universities possess distinct scholarly resources that should guide institutional strategy. UCL excels in project scheduling and social networks, while KUE leads in enterprise systems and sustainable materials, highlighting the heterogeneity of academic expertise. By exposing the flawed assumptions behind market-driven HE reforms, we propose an alternative approach that prioritizes academic autonomy over reactive market alignment.

Kosmützky, A. (2026). **Competition as a catalyst for collaboration: how German universities navigate the paradox of organizational research governance**. *Higher Education*, *92*(4), 2197-2219. https://doi.org/10.1007/s10734-025-01616-8
The article explores the interplay between competition and collaboration in the context of organizational research governance in higher education organizations. Amidst the dynamic landscape of contemporary science and higher education, the paper investigates the paradoxical situation faced by German universities. Fueled by a desire for recognition and resources, these organizations engage in fierce competition for third-party funding and participation in prestigious collaborative research clusters. Yet, their ability to exert influence over research activities, remains limited due to the very nature of research in academia. The study builds on conceptual considerations regarding a paradox in organizational research governance as well as on empirical investigations across German universities and illuminates the mechanisms that universities employ to stimulate collaborative research among their members. The results of the study reveal a range of organizational interventions aimed at promoting

collaborative research, particularly in large-scale collaborative projects. These interventions are analyzed in detail, thereby highlighting their distinct roles in shaping collaborative research. The conclusion and discussion sections examine some potential consequences of these attempts as well as selected comparative perspectives.

Lejeune, M., Verhoeven, M., Reuchamps, M., Haverlant, I., Bottin, J., Uyttendaele, L., … Baudoin, N. (2026). **La démocratie scolaire : participation, gouvernance, compétences**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4283* [Report]. Consulté à l'adresse https://oejaj.cfwb.be/fileadmin/sites/enavant/uploads/images/pages_internes/DS_Rapport-final_UCLouvain.pdf
Cette recherche a été conçue et suivie en collaboration avec le chantier 16 du Pacte pour un Enseignement d'excellence. Elle s'inscrit dans la continuité des travaux de l'Observatoire portant sur la participation des enfants et des jeunes, avec une attention ici dédiée au contexte scolaire. Lors du dernier examen auprès du Comité des droits de l'enfant de l'ONU (en 2019), celui-ci recommandait à la Belgique de « faire en sorte que les enfants à l'école aient suffisamment d'occasions d'exprimer leur opinion et que cette opinion soit prise au sérieux » Objectif La recherche poursuit un double objectif. D'une part, elle vise à mieux comprendre comment la démocratie scolaire est concrètement pensée, organisée et vécue au sein des établissements. D'autre part, elle analyse les processus de changements à l'œuvre en matière de démocratie scolaire. In fine, elle vise à fournir des clés de compréhension et des pistes d'action pour soutenir les écoles dans la mise en place de telles initiatives. Méthode Une méthodologie qualitative a été développée. Des études de cas (entretiens auprès des directions, équipes éducatives et élèves, et observation de dispositifs participatifs) ont été menées dans 10 écoles, aux profils diversifiés. Afin d'élargir l'analyse autour de premiers résultats, trois focus groups complémentaires ont été réalisés. Résultat Un des apports de la recherche consiste en la création d'une typologie : quatre « clusters » d'écoles sont distingués pour rendre compte de différents degrés d'implémentation de dispositifs participatifs et d'une culture participative au sein des écoles, et pour analyser les dynamiques de passage d'une configuration à une autre. Cette typologie n'a pas de visée évaluative ou prescriptive. Elle a pour objectif d'accompagner les écoles : en leur permettant de se situer, en mettant en exergue les défis relatifs aux différents clusters, en identifiant les leviers et processus permettant de consolider, pérenniser et développer les pratiques de démocratie scolaire. Plusieurs tensions transversales sont également analysées et permettent d'identifier des dimensions vis-à-vis desquelles les écoles doivent construire un équilibre : par exemple, entre participation des élèves et encadrement des adultes ; ou encore, sur les niveaux de participation visés, entre information, consultation et codécision.

Lembagusala Kikumbi, A. (2026). ***L'éducation des filles dans les écoles secondaires catholiques en République démocratique du Congo***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-education-des-filles-dans-les-ecoles-secondaires-catholiques-en-republique-democratique-du-congo/86806
Cet ouvrage étudie l'évolution de l'éducation des filles dans le diocèse de Kikwit, en République Démocratique du Congo, entre 1960 et 1997, de l'indépendance à la fin de la Deuxième République. Il s'inscrit dans une volonté de combler le manque de recherches consacrées à l'enseignement féminin dans le contexte postcolonial congolais. À travers l'analyse des écoles secondaires de filles, l'ouvrage met en évidence les difficultés rencontrées par les élèves, dues à la fois aux pesanteurs des traditions et aux bouleversements politiques et sociaux de l'après-

indépendance. Une attention particulière est accordée au rôle des congrégations religieuses féminines dans la mise en œuvre et le développement de l'enseignement. Fondée sur un corpus varié comprenant archives institutionnelles et religieuses, entretiens et témoignages d'anciens élèves et enseignants, cette recherche propose une lecture historique et socio-éducative des pratiques scolaires et de la vie quotidienne en classe. En articulant politiques éducatives, culture scolaire et réalités de terrain, Annette Lembagusala Kikumbi éclaire les dynamiques de l'émancipation féminine par l'école et ouvre de nouvelles pistes de réflexion sur l'éducation en Afrique centrale.

Lhuillier, F. (2026). **Projections des effectifs dans l'enseignement supérieur – Rentrées 2026 et 2027**. *Note Flash du SIES*, (2026-25), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/projections-des-effectifs-dans-l-enseignement-superieur-rentrees-2026-et-2027-104409
La croissance des effectifs étudiants se poursuivrait sur un rythme modéré lors des rentrées 2026 et 2027, portée par la hausse des inscriptions en université.

Li, Y. (2026). **Globalisation, media hegemony, and political power: a study on the cross-cultural impacts of global media systems**. *International Journal of Inclusive Education*, *30*(13), 4267-4296. https://doi.org/10.1080/13603116.2026.2628735
Globalisation and media systems can influence political power, cultural exchange and social cooperation. This study analyses, in a quantitative manner, how global media systems disseminate political power and their impact on intercultural communication and social cooperation. A quantitative research design was conducted through a survey-based interview among 637 participants. Using Statistical Package for Social Sciences (SPSS) 22.0 and Analysis of Moment Structures (AMOS), along with Structural Equation Modelling (SEM), the statistically significant criteria were identified at the $p < 0.05$ and $p < 0.01$ levels. The results indicated the different ways that political power is defined and represented in and by global media, supported by multiple uses. The research indicated that hegemonic discourse allows cross-cultural forms of information sharing and higher levels of cross-cultural knowledge acquired through media engagement. The novelty involves examining the formation of power hierarchies and cross-cultural discourses within comparable international media systems. It also demonstrated the link between hegemonic discourse and different cultural backgrounds using quantitative tools. Global media encompasses diverse forms of multiculturalism that influence societal norms and reach broad audiences. The importance of intercultural communication includes promoting mutual understanding, tolerance, innovative ideas and social values among different cultures.

Lu, H., & Dasli, M. (2026). **The construction of neoliberal subjects through China's English language education policies**. *Journal of Education Policy*, *41*(6), 904-929. https://doi.org/10.1080/02680939.2026.2640560
This paper presents findings from a critical discourse analysis of 10 English Language Education (ELE) policy documents published in China after 1978. Using the Text as a Critical Object (TACO) framework, the study examines how neoliberal principles are gradually embedded in ELE policies and how they contribute to the construction of students as neoliberal subjects. The analysis of the policy documents identifies two major themes. The first theme, the instrumentalisation of English, highlights the contradiction between treating English as a tool for competitiveness in the neoliberal market and the need to construct socialist collective ideas. The second theme addresses the transition from ideological education to 'humanity' in ELE, showing how policies

strategically use the collective ideas to integrate personal development through learning English with national neoliberal goals. Based on these findings, this paper argues that ELE policies in China discursively construct students as neoliberal subjects who are expected to balance market-oriented skills with nationalist ideals. This reveals how ELE policies legitimise market-oriented objectives with nationalism, providing implications for understanding how neoliberalism governs individuals through educational policies. This study contributes to the broader debates on how neoliberalism shapes and manages individual behaviour with market-oriented values in the field of education globally.

Lüchtefeld, L. (2026). **A review of reviews – a meta-review analysis of literature on knowledge and technology transfer in higher education**. *Tertiary Education and Management*, *32*(4), 391-410. https://doi.org/10.1007/s11233-026-09182-z
In light of the growing volume of literature reviews on the subject, this study presents a meta-review of 61 review articles on knowledge and technology transfer in higher education published up to and including 2023. The aim is twofold: first, to map the development of the field through the lens of review literature; second, to reflect on the role of reviews as tools of synthesis and of meta-reviews as second-order instruments for analysing increasingly complex research landscapes. The analysis combines a descriptive mapping of publication and citation patterns, journals, authorships, and affiliations with an in-depth examination of key concepts, thematic foci, and methodological characteristics. The findings highlight the growing academic relevance of the field, along with its conceptual and thematic diversification, but also reveal considerable variation in terminology and a gradual yet uneven formalisation of review methodology; this poses challenges for comparability and limits the cumulative potential of review-based research. By synthesising existing evidence and critically examining review practices over time, this study offers both orientation within a fragmented research landscape and an analytical point of reference for conducting meta-reviews in similarly heterogeneous research domains.

Lue, K., Desir, S., & Posselt, J. (2026). **Characterizing Rhetorical Strategies in the Crisis Communications of Disciplinary Societies**. *Innovative Higher Education*, *51*(5), 2405-2428. https://doi.org/10.1007/s10755-026-09898-1
Disciplinary societies have convening power and are well-positioned to influence culture within their fields. One way they do so is through statements issued following social crises. In this interpretive content analysis, we explored and categorized rhetorical strategies that six STEM disciplinary societies used in statements written in association with three major events: the COVID pandemic, Black Lives Matter movement, and US Supreme Court decision in Students for Fair Admissions. We found four patterns in societies' rhetorical appeals, used to facilitate sensemaking and legitimate organizational actions. We discuss how crisis communications may help encourage cohesion and motivate cultural change within disciplines.

Lynch, R., Hennessy, J., & McGarr, O. (2026). **The use of ideal types in educational policy analysis: a step-by-step guide**. *Journal of Curriculum Studies*, *58*(5), 758-775. https://doi.org/10.1080/00220272.2025.2592915
While various studies have incorporated the use of ideal types as part of educational policy analysis in the past, there exists a lack of distinct guidance and support on how to appropriately implement this approach. This article attempts to address this gap by presenting a worked example and providing a systematic step-by-step guide on the use of ideal types in educational policy analysis. For illustrative purposes, the worked example of a newly developed subject

syllabus, due to be first implemented within Irish second-level schools in September 2025, was analysed using three identified ideal types. The article details six phases of using ideal types to support educational policy analysis and employing the worked example provides guidance on how to complete each of these phases. During each phase of the analysis, the article provides clear examples guiding the practical steps that can be taken by researchers. While the data employed in the article relates to environmental sustainability and a newly developed subject syllabus, the worked example offers guidance on the utilization of ideal types that is easily transferable to other areas of educational policy analysis.

Macfarlane, B., & Chen, L. H. (2026). **Decolonising and re-imagining the concept of the international academic**. *Higher Education*, *92*(4), 2221-2235. https://doi.org/10.1007/s10734-025-01617-7
This conceptual paper problematises the notion of the 'international academic', a phrase that is strongly influenced by a post-colonial legacy. It is a term of prestige based almost entirely on an academic's de jure race, nationality or citizenship rather than a person's de facto international scholarly reputation. In order to decolonise the concept, it is argued that objective criteria, including citation data, and esteem markers such as keynotes and doctoral examining undertaken internationally, should be applied in respect to identifying 'international academics' rather than relying on criteria that exclusively reference nationality or citizenship. Using Merton's concept of locals and cosmopolitans, it is further contended that institutions should focus on identifying and nurturing 'cosmopolitans at home' as part of their internationalisation strategies, home born and educated scholars who can be encouraged to develop a strong international reputation, rather than over-relying on recruiting foreign born academics many of whom are, in effect, 'locals from abroad'. This implies that universities seeking to internationalise need to pay more attention to developing the international orientation of early career academics and review reward and promotion systems, especially at the full professorial level, to place more emphasis on international rather than local or national criteria.

Mapp, T., Vostanis, A., & Barnoux, M.-F. (2026). **Bridging the gap: Evaluating the divide between legal obligations, policy and practice in adult prison education in England**. *International Review of Education*, *72*(5), 949-981. https://doi.org/10.1007/s11159-025-10227-5
With legal rights to prison education for adults well-established under domestic and international standards, this narrative review explores the historical and contemporary policy frameworks and legal obligations guiding provision in public prisons in England. Addressing an international readership of practitioners, academics and policymakers, it scrutinises the implementation and delivery of prison education following years of government and parliamentary reviews reporting poor outcomes. It draws on publicly available documents to identify key issues, including chronic under-resourcing, insufficient digital infrastructure, inadequate systems for identifying and monitoring learning needs, poor basic skills outcomes and insufficient support for prisoners with additional educational needs and learning disabilities. The analysis reveals persistent access inequalities compared to community further education, deficits in legal entitlements and systemic challenges faced by education providers and prison governors. It notes that difficulties in enacting effective change are compounded by limited empirical research exploring the mechanisms and conditions that enable meaningful learning outcomes. A case for reform is presented, advocating for a holistic approach that aligns with international guidance on values-based approaches to prison education, and elevating the value of education as fundamental to the prison regime.

McCollum, B., & Kim, A. S. N. (2026). **SoTL as Enduring Scholarship Across Periods of Transition and Through Relational Structures: An Introduction to Issue 17.1**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.25216

Mearman, A., Peasland, E., & Tallontire, A. (2026). **"How Did You Get the Change to Stick?"—exploring a Change Process in a UK University Via Co-evolution**. *Innovative Higher Education*, *51*(5), 2261-2285. https://doi.org/10.1007/s10755-026-09890-9
This conceptual paper considers change processes in universities via a reflexive account of a case of the transformation of welcome, induction and transition (WIT) provision at a large UK university to support student orientation, undertaken in response to the COVID-19 pandemic. The paper presents a narrative from the perspective of co-evolution, an approach developed in natural science but applicable to large, complex institutional settings, characterized by hierarchies and local cultures. Co-evolution examines how adaptation within a system and interaction between its parts mean that some changes occur and stick, whereas others do not occur or are not sustained. This framing emphasizes the importance of systems thinking and reciprocal learning at multiple levels, adding to the menu of theories available to support change in higher education. Drawing on our case that involved innovation, some of which led to new ways of working, the paper argues that co-evolution offers specific insights valuable to those making change and those understanding it.

Mikkonen, M., de Andrade, L. A., Lundborg, S., Pekkola, E., & Geschwind, L. (2026). **Board governance priorities in higher education institutions: comparative analysis of board members' visions in Finland and Sweden**. *Higher Education*, 92(4), 1851-1870. https://doi.org/10.1007/s10734-025-01599-6
This study examines the perceived governance roles of university boards in Nordic higher education, focusing on Sweden and Finland as case examples. In light of global governance reforms, this research aims to explore how board members in Finnish and Swedish university governance systems perceive their roles. The theoretical framework builds on layered governance styles and the literature on board roles. The findings contribute to the discussion of Nordic higher education governance by exploring the visions of board members regarding board governance, which is a relatively under-researched area. This comparative approach not only sheds light on commonalities due to shared historical, social, and political ties between the two countries but also highlights differences through an analysis of key factors and issues that distinguish board governance in these countries. This analysis enriches the understanding of board governance in the Nordic context.

Monthubert, B., Guillon, Q., & Piccardi, J. (2026). **Trouble du neurodéveloppement dans l'enseignement supérieur : vers une université inclusive**. In E. Sylvestre, S. Ney, S. Serry, & M. Antille (Éd.), *Enseigner de manière inclusive dans le supérieur* (p. 304). Consulté à l'adresse https://hal.science/hal-05844074
La pédagogie inclusive est souvent considérée comme une approche pédagogique prenant en compte la diversité de facto des appre- nant·es et cherchant à proposer une expérience pédagogique adaptée à chacun·e, sans obligation de s'identi!er avec un besoin particulier. L'approche du programme Atypie-Friendly, né en France et destiné à rendre l'université plus inclusive pour les personnes présentant un trouble du neurodéveloppement, apparaît souvent comme paradoxale. Comment en eet se réclamer d'une approche inclusive quand on met au

cœur de ses ré#exions une ou plusieurs catégories diagnostiques telles que l'autisme pour les troubles du neurodéveloppement (TND) ? Pourtant, le paradoxe n'est qu'apparent. En resituant l'université inclusive comme perspective vers laquelle nous devons tendre, qui induit le besoin d'une trajectoire jalonnée de diérentes étapes, nous exposerons les travaux d'Atypie-Friendly comme des étapes néces- saires pour développer les outils orant aux étudiant·es présentant un TND une expérience pédagogique qui prenne en compte leurs besoins. Nous montrerons à l'aide d'un exemple concret, celui de la production de supports pédagogiques, comment la compréhension de la diversité des besoins des personnes présentant un TND, parfois contradictoires entre eux, nous a conduit·es au développement de nouvelles options d'accessibilité, fondées sur les caractéristiques spécifiques de personnes présentant un TND. Nous montrerons également en quoi le passage par des outils numé- riques s'avère indispensable dans une approche inclusive.

Moulin, H., & Van de Weghe, P. (2026). ***Mission d'accompagnement sur les évolutions des modalités d'accès aux études de santé*** (N° 24-25 268B). Consulté à l'adresse https://www.education.gouv.fr/igesr/mission-d-accompagnement-sur-les-evolutions-des-modalites-d-acces-aux-etudes-de-sante-506194
Conduite par l'IGÉSR, conjointement avec l'IGAS durant les premiers mois, cette mission porte sur l'évolution de la réforme de 2019 de l'accès aux études de médecine, maïeutique, odontologie et pharmacie (MMOP). Le rapport rend compte de six mois de concertation avec l'ensemble des acteurs concernés, à la suite d'une phase d'entretiens préliminaires. Il présente la transformation de la double voie d'accès PASS/L.AS en une voie unique, la licence portail santé (LPS), avec pour objectifs affichés de simplifier les parcours, de revoir les modalités de validation et de favoriser la diversité des profils, dans une logique d'équité entre parcours et entre territoires. Le document expose également les arbitrages ministériels finaux qui ont conduit à un nouveau décret et à son arrêté, présentés en juillet 2026, en vue d'une mise en œuvre à la rentrée 2027 et d'une inscription sur Parcoursup dès décembre 2026.

Mtitu, E. A. (2026). **Enhancing Industrial Advisory Committee Engagement in Curriculum Development: Evidence from the Higher Education for Economic Transformation (HEET) Project in Tanzania**. *Innovative Higher Education*, *51*(5), 2713-2739. https://doi.org/10.1007/s10755-026-09928-y
Industry engagement in curriculum development is increasingly recognized as essential for improving graduate employability and ensuring the relevance of higher education programmes. Industrial Advisory Committees (IACs) are commonly adopted mechanisms for facilitating industry–academia collaboration; however, their engagement often lacks structure and measurable impact. This study quantitatively examines the effectiveness of a structured Industry–Academia Collaborative Curriculum Review Model (IAC-CCRM) implemented within the Higher Education for Economic Transformation (HEET) Project. Using survey data from 312 academic staff, industry representatives, and academic administrators across HEET-participating universities, the study applies exploratory factor analysis and multiple regression techniques to evaluate the determinants and outcomes of IAC engagement in curriculum development. The results indicate that structured governance, phased industry participation, and continuous feedback mechanisms significantly predict curriculum relevance, industry satisfaction, and perceived graduate employability. The findings provide empirical support for embedding IACs within institutional quality assurance systems and offer a scalable, evidence-based model for strengthening industry–academia collaboration in higher education reform initiatives.

Murillo, F. (2026). **The curriculum of Frankenstein: or the education of a monster**. *Journal of Curriculum Studies*, *58*(5), 725-736. https://doi.org/10.1080/00220272.2025.2531369
In this literary study essay, I ask what might be revealed to us when rereading Frankenstein from a reconceptualized perspective of curriculum, a perspective sensitive to the educational lived experience of the human person. To do this, I provide commentary on key passages along the novel, focusing on three salient features that emerge from that hermeneutical reading: the existential aspect of becoming (and its inherent sense of solitude, alienation, but also hope), the need for transcending mere being and becoming, aspiring to not only fulfilment but also goodness, and the caution that however carefully planned, the educational process of becoming can go wrong, including tragic consequences. Positioned within a reconceptualist tradition of curriculum, the analysis presented here presents a cautionary tale about overemphasizing a single aspect in educational experience, such as cognitive competencies, skills or political stances, while neglecting a relation to ethics, morals, attunement to self and other, and what makes us more fully human. Methodologically, the essay shows a concrete example of a literary study as educational research.

Nzoka, F. K. (2026). **The Unready University: Why Kenya's Competency-Based Education Requires a Pedagogical Revolution, Not Just Curriculum Reform**. *European Journal of Contemporary Education and E-Learning*, *4*(6), 1-11. https://doi.org/10.59324/ejceel.2026.4(6).01
The continuing shift to Competency-Based Education (CBE) in Kenya has been primarily presented as a curriculum reform issue, involving the redesign of program structures, assessment criteria, and learning goals. However, there is still a significant lack of analysis of the university sector in this conversation. This paper makes the case that Kenyan universities are essentially unprepared for CBE because their predominant pedagogies-lecture-centric, content-driven, and examination-oriented-are structurally incompatible with competency formation rather than because their curricula are insufficient. This study presents three interrelated arguments based on a conceptual synthesis of pedagogical change theory, CBE implementation literature, and an examination of Kenya's higher education policy context. First, curriculum reform without concurrent pedagogical change results in what I refer to as « competency decoupling, » because classroom practice reproduces passive knowledge transmission while official curricula claim competency outcomes. Second, there is a lack of institutional support, training, and systematic incentives for Kenyan university faculty to transition from teaching as lecture to teaching as facilitation. Third, a pedagogical revolution that reorganizes class time, assessment, faculty development, and even the structure of the academic hour is needed to close this gap rather than piecemeal workshops. In order to prevent Kenya's CBE reform from succeeding on paper but failing in practice, this paper finishes by advocating for pedagogical preparation at the university level. By reintroducing pedagogy-rather than curriculum-as the actual source of institutional unpreparedness, this analysis adds to the expanding body of research on higher education reform. In order to facilitate a true pedagogical revolution in higher education, it suggests a systemic reorientation in teaching techniques, faculty development, and institutional policies.

OECD. (2026a). ***Consolidating the General Education Certificate in South Africa*** (141e éd.) [OECD Education Policy Perspectives]. https://doi.org/10.1787/06154f19-en
The General Education Certificate (GEC) is a new national qualification being introduced in South Africa at the end of Grade 9, marking the completion of compulsory education. The GEC

encompasses a range of assessment methods and aims to provide a comprehensive picture of a learner's academic achievement, abilities and readiness to transition into either Grades 10 12 in high school or technical and vocational education and training (TVET) colleges. This paper reviews the GEC and provides suggestions for strengthening it. Notably, new centrally developed Curriculum Tests present an important opportunity to assess all learners against common national standards. South Africa can use the GEC Curriculum Tests to promote high standards for all and to target support for learners with weaknesses in learning. Furthermore, the GEC's Integrated Project is an innovative approach to fostering and recognising 21st Century Skills. Additionally, the GEC's Inclinations Assessment has the potential to help learners identify future pathways but developing accessible technical and vocational options at Grades 10 12 will be key for strengthening transitions to vocational education and employment.

OECD. (2026b). ***Spending Better for Children through Social Policy***. https://doi.org/10.1787/1d6fb668-en
Spending better for children is a social imperative and a smart economic choice. Children growing up in poverty or disadvantage face poorer health, educational and labour-market outcomes over the life course, with costs for individuals and society that may add to existing pressures on public finances. The policy challenge is not simply how much to spend, but how to allocate and design social spending to improve child well-being while supporting fiscal sustainability. Using a value-for-money framework, this report examines how the level, allocation and design of social spending affect child poverty, material deprivation, educational achievement and health, while considering implications for long-term social expenditure. It highlights the importance of coherent policy mixes rather than individual interventions. Employment-oriented policies, including Early Childhood Education and Care (ECEC), work-family reconciliation measures and Active Labour Market Policies (ALMPs), can strengthen family incomes and support children's development. Adequate and predictable income support remains essential, appearing particularly valuable when combined with accessible health, housing, education and childcare services that address broader sources of disadvantage. Sustained support throughout childhood is also important, from early intervention to continued investment in middle childhood and adolescence. Overall, better value for money comes from policy packages combining effectiveness, equity and fiscal sustainability.

OECD. (2026c). ***Tackling school attendance problems in Ireland*** (140e éd.) [OECD Education Policy Perspectives]. https://doi.org/10.1787/ba5f5c56-en
School attendance problems (SAP) in Ireland have become an increasing concern, reflecting wider social, economic and well-being challenges affecting children and families. Regular attendance is essential not only for academic progress but also for social development, emotional stability and long-term life outcomes. When students miss school frequently, due to illness, anxiety, disengagement, family circumstances or unmet needs, it can deepen educational disadvantage and make re-engagement more difficult. This paper analyses the situation in regard to SAP in Ireland, reviewing governance, legal and policy frameworks, identifying key enablers, drawing on international examples and outlining policy considerations. While Ireland has implemented measures to reduce absences, challenges persist, including incomplete and inconsistent data, limited enforcement powers for Tusla Education Support Services, and gaps in information on student needs and outcomes. To address these challenges, the paper highlights strengthening legislation, leadership, collaboration, stakeholder engagement, teacher training, whole-school approaches and attendance monitoring.

O'Laughlin, C. (2026). **"Like There's an Asterisk Next to My Name … in a Place Designed to Weed Me Out:" Autistic Students Evaluate College Belonging**. *The Journal of Higher Education*, *97*(7), 1197-1222. https://doi.org/10.1080/00221546.2025.2557155
This study examines how autistic college students evaluate their sense of belonging within postsecondary institutions shaped by ableist structures and practices. Grounded in critical autism studies and socio-political theories of belonging, the author uses narrative analysis to analyze stories from a larger narrative inquiry on autistic college student persistence. The experiences of eight autistic students reveal that institutional policies, social interactions, and sensory environments significantly influence their evaluations of belonging. The findings center around three critical questions these students ask: "Can I see myself here?," "Can I be myself?," and "Am I appreciated or merely accommodated?" These questions highlight the tension between the students" desire for authenticity and the pressure to conform within environments not designed for neurodivergent needs. The study argues that autistic students" challenges with belonging stem not from individual deficits but from systemic barriers and cultural assumptions. It calls for higher education institutions to move beyond compliance-driven accommodations toward genuinely inclusive practices, advocating for systemic change that respects autistic and neurodivergent ways of knowing, being, and interacting in the world.

Oldac, Y., & Olivos, F. (2026). **Global research collaborations of the United Kingdom in the post-Brexit era**. *Higher Education*, *92*(4), 1803-1828. https://doi.org/10.1007/s10734-025-01596-9
Global research and collaborations have been expanding at unprecedented levels over the last decades. However, Brexit—the UK's decision to leave the European Union may represent a unique case within this global trend, and its effect on the position of UK higher education in international research collaborations globally needs to be investigated. This study utilises large bibliometric data (N = 85,070 papers published between 2010–2022) to investigate the global research collaborations of the UK before and after Brexit, focusing on publication volumes, research funding patterns and citation impact. The findings indicate a reconfiguration of the UK's global research collaborations, specifically with the EU, evidenced by proportional decreases in collaboration volumes, leadership roles, and citation recognition. Conversely, the UK's research collaborations with China-based scholars have increased, with a growing proportion of research funding coming from Chinese sources. Additionally, there has been an increase in collaboratively-authored publications without reported funding with regions such as Western Asia, North Africa and Southern Asia. This study is among the first to explore the effects of Brexit on global research collaborations, as it uses the accumulated numeric data over the years since Brexit. Given that the broad patterns from the retrospective large-scale data are only emerging, the study holds significant implications for policymaking and understanding the global research system. Policymakers and researchers can utilise the early empirical evidence offered in this article to proactively consider the negative consequences of the changes and capitalise on the positive outcomes.

Otto, J. M., Whatley, M., & Salto, D. J. (2026). **The internationalization of for-profit higher education institutions in the United States: Seeking legitimacy and responding to market forces via international student mobility**. *Higher Education*, *92*(4), 2237-2257. https://doi.org/10.1007/s10734-025-01619-5
Institutional internationalization has been extensively researched in US higher education, particularly with reference to the public and private nonprofit four-year sector. This study

contributes to an emerging body of literature that explores internationalization in other higher education sectors and forms, using an explanatory mixed methods research approach to examine for-profit higher education institutions. We draw from business, economics, and sociology literature to develop a theoretical framework that helps explain observed internationalization activity within for-profit higher education and apply it to examine trends in in-bound and out-bound international student mobility. Specifically, we focus on the economic rationale for the internationalization of higher education, the notion of for-profit higher education institutions as privately-owned entities, and key theoretical constructs, namely neo-institutionalism, market imperfection, and niche market orientation. The quantitative portion of our study helps us to understand the extent to which actual in-bound and intended out-bound international student mobility is present in for-profit US higher education. Our qualitative analysis informs how for-profit institutions market themselves to compete for international students, what strategies these institutions use to promote study abroad, and the relevance of an institution's market niche regarding student mobility. Our findings indicate that while neo-institutional theory, market imperfections, and niche market orientation help us understand international student mobility in for-profit higher education, these institutions also vary in which activities and target audiences they exhibit such behavior toward. Given the significant role that for-profit institutions play in the US higher education landscape, analysis of how and why these institutions engage in aspects of internationalization is warranted.

Patil, L., & Brakman Reiser, D. (2026). **The politics of legitimacy: roles of for-profit corporate and private philanthropic actors in global education**. *Journal of Education Policy*, *41*(6), 930-953. https://doi.org/10.1080/02680939.2026.2626713
High-net-worth individuals, and the business organizations they found and lead, are becoming a class of 'elite' donors who use philanthropic vehicles and mechanisms often drawn from business to achieve their philanthropic goals. With the entry of this class of donors into the realm of global education, the authors argue that we are witnessing the commodification of legitimacy. Utilizing comparative methodology, they examine case studies from Brazil, China, India, and the United States to systematically analyze global trends and regional differences in contemporary for-profit corporate and private philanthropic enactment. The analysis reveals consistent themes, with regard to philanthropic trends, as well as contemporary philanthropic enactment patterns that show the capitalist economy to be a driving force of globalization and transformation in global education. The discussion reflects on how new roles simultaneously support and undermine global education goals, highlighting these trade-offs as they relate to legitimacy, transparency, and accountability. This contribution brings the attendant vulnerabilities and trade-offs of non-state actor engagement to the forefront of discourse around the achievement of Sustainable Development Goal 4 and considers safeguards that can be taken to ensure equitable and democratic education governance.

Perrenoud, M. (2026). **Imaginer une nouvelle institution pour y dire publiquement le commun des métiers de l'enseignement**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2658
Cette intervention invite à l'imagination d'une nouvelle institution dédiée à projeter certains enjeux de l'alternance en formation à l'enseignement dans un espace qui ne soit ni celui de l'un ni celui de l'autre des partenaires de l'alternance (scolaires et tertiaire), c'est-à-dire un tiers espace. Une forme d'autorité renouvelée des protagonistes serait en jeu, tournée vers le renforcement d'une capacité à dire publiquement une responsabilité conjointe de la formation

au métier et de son exercice dans une perspective d'engagement social et démocratique de la profession.

Peter Jay, L. (2026). **The modern political right in United States history standards**. *Journal of Curriculum Studies*, *58*(5), 776-802. https://doi.org/10.1080/00220272.2025.2548299
The last decade has seen a global rise in the power of the political Right. In some countries, that has meant a shift towards centre-right traditional conservativism. In others, more radical rightwing parties have moved democracies towards authoritarianism. Today, understanding the political Right, within and beyond traditional political parties, is a prerequisite for interpreting current events and the recent past in many countries. This study asks how the history of the political Right since 1945 is represented in instructional standards for United States high school history courses in the 30 most populous states. Findings show that most states require students to learn little about the history of the modern Right. Standards tended to emphasize the presidential administrations of Nixon and Reagan, downplay the contributions of conservative social movements, and avoid connections to the present. By contrast, leftwing social movements, such as the Civil Rights, Gay Rights, or Women's Rights movements, received more extensive focus in the standards and were routinely connected to the present. This study concludes by speculating why standards writers might find the history of the Right difficult and recommending potential instructional pathways.

Polgár, A., Cheng, J., Vallenas, A., Pokhrel, S., Gladwin, D., & Ellis, N. (2026). **Shaping Transdisciplinary Research with Partners on Climate Projects**. *Innovative Higher Education*, *51*(5), 2531-2558. https://doi.org/10.1007/s10755-026-09921-5
This paper uses collaborative autoethnography to reflect on a one-year pilot of a Collaborative Transdisciplinary PhD Research Model in partnership with a regional government. The findings identify four recurring phases in the collaborative process, which shape how co-leaning, co-design, co-production, and co-creating were enacted in practice. Across these four phases, the paper documents key relational and structural dynamics, including the effects of those dynamics on the researchers, responses to various constraints, and the conditions that supported sustained collaboration. A central finding is the importance of an emergent conceptual model, described as dynamic equilibrium: temporary alignments of shared understanding that enabled progress despite ongoing uncertainty and change. These moments supported both research innovation and continuity within external partnerships and research teams within spaces of higher education. These considerations suggest that time-bounded transdisciplinary projects can generate significant opportunities for learning when collaboration is intentionally designed and relational conditions are nurtured. This paper ultimately contributes to a process-based model for cultivating more innovative and adaptive transdisciplinary practices in higher education.

Ragnedda, M., Ruiu, M. L., & Awais, M. (2026). **Classifying the classifiers: academic algorithmic symbolic violence and the reproduction of stratification in sociology**. *Theory and Society*, *55*(5), 87. https://doi.org/10.1007/s11186-026-09751-6
This article develops a Bourdieusian theoretical framework for analysing how algorithmic evaluation infrastructures participate in the reproduction of stratification within academic sociology. It argues that contemporary systems of bibliometric assessment, citation tracking, journal ranking, and research evaluation reorganise academic capital through two structurally linked forms: data capital, the accumulated and algorithmically retrievable record of scholarly output, and classificatory capital, the authority to define which outputs, venues, scholars, and institutions count as valuable. Building from these structural conditions, the article theorises

academic algorithmic symbolic violence as the misrecognised reproduction of academic hierarchy through technical systems that present historically unequal trajectories as neutral measures of merit. This mechanism operates through three processes: encoding, whereby prior institutional advantage becomes stored as data; amplification, whereby metric feedback loops compound that advantage; and laundering, whereby evaluative judgments appear as computational outputs rather than social classifications. The article further develops two consequences of this mechanism: frozen habitus, the algorithmic fixation of historically accumulated advantage as present scholarly worth, and restricted epistemology, the narrowing of the discipline's capacity to know through classificatory systems that privilege some forms of visibility, impact, and recognition over others. Drawing on critical bibliometrics, science and technology studies, and Bourdieusian field theory, the article uses published research and a descriptive Scopus illustration of leading sociology journals to ground, but not empirically test, its theoretical claims. Its contribution is therefore conceptual and agenda-setting: it identifies mechanisms through which algorithmic academic stratification may operate, specifies their scope conditions and observable implications, and identifies evidence through which the framework can be empirically tested and potentially challenged.

Rambharose, R. (2026). **Unlocking undergraduate access to higher education: Recognition of prior learning in South Africa**. *International Review of Education*, *72*(5), 875-888. https://doi.org/10.1007/s11159-025-10222-w

This research note presents the University of the Western Cape's Portfolio Development Hybrid Programme (PDHP) as a nationally recognised, pedagogically grounded model of recognition of prior learning (RPL) for undergraduate access in South Africa. Designed to enable adult learners – many without formal qualifications or with marginalised knowledge backgrounds – to enter and succeed in higher education, PDHP combines values-based curriculum design with transformative pedagogies rooted in adult learning, epistemic justice and care. Drawing on five years of longitudinal data (2020–2024) and more than two decades of institutional implementation, the study illustrates how RPL can evolve from a once-off assessment mechanism into a sustained teaching-and-learning intervention that builds academic readiness and social mobility within the adult learning context. The findings demonstrate the programme's success in facilitating academic access for over 400 learners in the past five years and more than 900 since inception, as well as its responsiveness to digital exclusion and institutional constraints, and its alignment with the fourth Sustainable Development Goal (SDG 4) in terms of inclusive education. By theorising RPL through the institution's framework of innovative, digital, equitable, accessible and lifelong recognition of prior learning (IDEAL-RPL), the research note explains the underlying pedagogical mechanisms – care, scaffolding, digital empowerment and reflexivity – that enable adult learners to thrive and persist at university. It further situates PDHP within the Scholarship of Teaching and Learning (SoTL) discourse, offering evidence of how inclusive curriculum design and hybrid pedagogies contribute to equity, transformation and sustainability in higher education. PDHP challenges dominant, compliance-oriented RPL models by repositioning recognition as a pedagogical and relational process that fosters confidence, capability and lifelong learning. Framed within global debates on education for sustainable development, it offers a scalable and replicable approach to widening participation and transforming institutional cultures towards justice, inclusion and sustainability.

Rapport mondial de suivi sur l'éducation 2026: diriger avec la jeunesse; rapport sur la jeunesse. (2026). https://doi.org/10.54676/JXMQ7013

Rawn, C. D., Dammert, M., & Woo, J. (2026). **How Can a Departmental Grade Alignment Policy Impact Teaching and Learning? Perspectives from Instructors and Students**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22506
We investigated perceptions of a longstanding undergraduate course grade alignment policy in a large psychology department at a large research-oriented university. Reflexive Thematic Analysis of instructor interviews and student focus groups led to developing six themes revealing the policy's perceived impact on teaching and learning practices. Discussion emphasizes three major findings. First, this policy influences how instructors design and deliver courses; implementation differences have consequences for students. Second, instructors and students alike worry about this policy's impact on grades perceived beyond the institution. Third, participants situate this policy in a dynamic and relational ethical landscape, connecting it to systemic barriers to inclusion, fairness, trust, and authenticity. This research illuminates many complex ways a department-level grade alignment policy can impact teaching and learning, including unintended consequences and opportunities for change. Broadly, it showcases academic policies as important contributors to teaching and learning context—elaborating a key principle of good practice in SoTL.

Regmi, K. D. (2026). **Degrowth, deresponsibilisation and decolonisation: Critical climate pedagogy for global climate justice**. *International Review of Education*, *72*(5), 927-947. https://doi.org/10.1007/s11159-025-10225-7
Education for sustainable development (ESD) is an overarching framework that views the causes of and solutions for climate change through an educational lens. Global climate policy documents reveal that international mechanisms created to address the climate crisis, such as the United Nations Framework Convention on Climate Change, have had partial to no success. In addition, while the scholarly literature on ESD emphasises the role of education for sustainability, it often fails to critique the discourses of capitalism, neoliberalism and neocolonialism. By analysing global policy documents, reviewing scholarly literature and drawing theoretical ideas from critical pedagogy, this article develops critical climate pedagogy as a new framework. The three components of this theoretical-pedagogical framework – degrowth, deresponsibilisation and decolonisation – are discussed as a way to guide the praxis of key educational stakeholders, such as policymakers, leaders, teachers and students, in order to advance climate justice.

Renick, J., Furco, A., Janke, E. M., & Ozer, E. J. (2026). **More than Just Money: Strategic Allocation of Resources to Support Community-Engaged Scholarship**. *Innovative Higher Education*, *51*(5), 1901-1932. https://doi.org/10.1007/s10755-025-09831-y
Community-engaged scholarship, research conducted in partnership with diverse communities outside of academia, is one way that universities can fulfill their public mission to society. Unfortunately, academic institutions are not always well-suited to support this kind of research, leading to recent attention on how universities can strengthen organizational conditions for community-engaged scholarship. Within such efforts, resource allocation plays an important role in creating the needed structures and systems to facilitate community-engaged scholarship. However, effective resource allocation is complex. To advance understandings of strategic resource allocation for community-engaged scholarship, this paper features illustrative cases of three public research universities, identifying and analyzing diverse resource allocation approaches, and employing the theoretical framework of organizational readiness. These examples include both internal and external funding, and span a range of focal areas, such as

infrastructure, implementation, and convening. We further draw upon these cases to generate a tool to guide institutional leaders and funders in assessing their approaches to resource allocation. Through illustrating a variety of approaches to strategic resource allocation, we aim to showcase new directions in the academic ecosystem to better support community-engaged scholarship.

Robert, J., Muscanell, N., McCormack, M., & Arnold, Ki. (2026). ***2026 EDUCAUSE horizon report: teaching and learning edition***. Consulté à l'adresse https://library.educause.edu/-/media/files/library/2026/5/2026hrteachinglearning.pdf
Le rapport analyse les tendances majeures qui influencent l'enseignement supérieur : inclusion, impact des technologies (IA, VR), incertitudes économiques et politiques, et défis environnementaux. Il met en avant l'importance de l'IA générative, de la cybersécurité et de la littératie numérique. Quatre scénarios d'avenir sont proposés (croissance, contrainte, effondrement, transformation), selon l'évolution technologique et socio-économique. Le rapport souligne la nécessité d'adapter politiques, outils et pratiques pour préparer les institutions et étudiants aux défis et opportunités futurs.

Rudolph, S., & Dewanyang, M. (2026). **Tensions in inclusion and exclusion policies in education: the impediments of embedded carcerality**. *Journal of Education Policy*, *41*(6), 974-994. https://doi.org/10.1080/02680939.2026.2653631
This paper analyses the implications of carceral logics within education policy related to school discipline. Exclusionary school discipline is a significant policy issue, with suspensions, expulsions, detentions and exits, often due to student behaviour deemed disruptive or violent, occurring in Australia and other similar settler colonial countries. Exclusion from school has not been shown to resolve the issue of disruptive behaviour and students who are excluded are disproportionately from marginalised groups and, as a result of school exclusion, have a greater risk of contact with the criminal legal system. There is, therefore, a considerable need to address the issue of school exclusion so that students are able to participate in school life and gain a valuable education. In this article we examine the policy landscape of Victoria, a state of Australia, to understand intersections between behaviour, inclusion and exclusion. In particular, we are interested in possible unintended consequences of the policies in place and the influence of an embedded carcerality in the education system that may typically go undetected. We argue that attention to these less obvious factors in the policies – perhaps uncomfortable truths – can enable possibilities for transformational change that could benefit all those within the schooling system.

Saini, R. (2026). **How institutional culture shapes gender-based violence:voices of women students from a large public university in India**. *Higher Education*, *92*(4), 2259-2277. https://doi.org/10.1007/s10734-025-01620-y
Despite the widespread recognition of the role played by an institution's culture in scaffolding gender-based violence (GBV), limited empirical evidence exists on how universities in India shape students' experiences with violence. This article reports findings from a feminist intersectional narrative inquiry that identifies and conceptualizes the institutional cultural characteristics shaping women students' experiences with GBV at a large public university in India. Focus group discussions and narrative interviews conducted with bystanders (n = 50) and victim-survivors (n = 10) over a period of two years revealed how unequal gender norms interacted with rigid intergenerational hierarchies, growing religious extremism, and a culture of silencing and minimizing of violence to exacerbate the harms faced by women students. I employ the lens of

cultural violence to argue that these institutional characteristics encompass a form of indirect violence because they contribute to the development of an individual or an institutional consciousness that sees violence as normal or natural or does not see it at all. The article ends by highlighting the need to disrupt age-related and intergenerational hierarchies inside classrooms in India to prevent GBV. It also calls for the increased representation of minoritized students in leadership positions in GBV prevention committees, along with stricter legal and financial consequences for universities that fail to address campus sexual violence.

Sengstaken, N. S. (2026). **Labor for Learning: Financial Structure and Institutional Characteristics of Work Colleges**. *Innovative Higher Education*, *51*(5), 2643-2664. https://doi.org/10.1007/s10755-026-09915-3
This study documents the financial characteristics of all ten federally designated work colleges using a decade of institutional data from the Integrated Postsecondary Education Data System (2014–2023). Work colleges are a small group of private, nonprofit institutions that require all residential students to participate in structured, compensated labor programs as a condition of enrollment, with the explicit goal of reducing reliance on tuition revenue. Using distributional benchmarks, longitudinal financial trajectories, institution-level profiles, and a lasso-selected logistic classification model, I characterize the financial distinctiveness of work colleges relative to approximately 1,600 comparable private, nonprofit, four-year institutions. Work colleges rely far less on tuition revenue (median tuition share of 25 percent versus 56 percent for comparators), draw substantially more from private gifts, and carry lower average federal loan burdens than peers. While work college institutional profiles vary, they maintain operating margins and net financial positions that are broadly comparable to, and in some cases stronger than, those of similar institutions. The lasso classification analysis identifies Pell recipient share, rural locale, and revenue composition as the institutional characteristics most consistently associated with work college status. These findings contribute to ongoing policy conversations about college costs, financial aid design, and the viability of alternative institutional operating models in higher education.

Shin, J. C. (2026). **Institutional response patterns to the competitive funding in South Korea**. *Higher Education*, *92*(4), 1935-1952. https://doi.org/10.1007/s10734-025-01604-y
The neoliberal education policy encourages competition between universities through competitive funding. When adopting competitive funding, the state began to provide funding to private universities as well as national universities, and institutional mission differences blurred. Under this funding mechanism, universities began to develop their own strategies for dealing with the new funding mechanism. This study analyzes how universities in different institutional contexts adopt different response strategies to the competitive funding project in South Korea. This study found that universities, like other organizations, developed their own strategies to secure competitive funding. First, prestigious universities with high institutional capacity selectively responded to state funding projects while universities with a low status aggressively responded to competitive funding to bring in more funding from the state. Second, this study found that a university whose institutional capacity is in the 'mid-range' (higher than the aggressive strategy, but lower than the selective strategy) adopted hybrid and multiple response strategies. Finally, this study suggests that strategic response is a possible reason why the competitive funding policy has had insignificant effects in some universities but significant in others.

Simpson, S. (2026). ***Who Are Our Peers? Using k-Prototypes Clustering to Construct Institutional Peer Groups*** (Working paper Nº phnaw_v1). https://doi.org/10.35542/osf.io/phnaw_v1
This article presents a reproducible public-data methodology for constructing institutional peer groups in higher education. Using Integrated Postsecondary Education Data System (IPEDS) data, we develop a two-stage k-prototypes clustering workflow that accommodates both numerical and categorical institutional features. The first stage identifies a broad institutional comparison set across all IPEDS institutions, while the second stage reclusters institutions within the focal institution's global cluster to identify a more focused local peer group. Using St. Bonaventure University as a case example, the procedure identified a global comparison cluster of 1,132 institutions and a local peer cluster of 247 institutions. We further use a random forest classifier and shallow decision-tree surrogate to summarize the institutional characteristics that distinguish the resulting local clusters. The framework provides a transparent and adaptable approach for institutional peer-group construction using publicly available data and open-source analytical tools.

Smith, D., Chen, H., & Brewer, M. (2026). ***The Value of Choice*** (Working paper Nº 2603). Consulté à l'adresse College of the Holy Cross, Department of Economics website: https://EconPapers.repec.org/RePEc:hcx:wpaper:2603
Following Dobbs v. Jackson Womenâ€™s Health Organization, many U.S. states adopted new abortion restrictions. Using IPEDS data and a difference-in-differences design comparing institutions in states that adopted bans with institutions in states that did not, we examine student enrollment, institutional responses, and faculty hiring. We find do not find evidence of average changes in womenâ€™s shares of undergraduate applicants or entering students. However, declines in womenâ€™s applicant, graduate enrollment,and tenure-track hiring shares are evident at more selective institutions compared to less selective schools,consistent with greater responsiveness among groups with broader choice sets. Evidence of compensating admissions practices or financial aid responses on the institution side is limited. Overall, the clearest changes in gender composition are concentrated in more selective markets.

Sotirov, A. (2026, octobre 28). **Les violences de l'inclusion scolaire**. Consulté 9 novembre 2026, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2026/10/28/les-violences-de-linclusion-scolaire/
Début 2026, Mediapart publiait un article sur le recours aux services sociaux opéré par des représentant.es de l'école lorsque des parents s'opposent à l'orientation de leur enfant vers une structure spécialisée ou sont perçus comme incapables de gérer le comportement de leur progéniture. Loin d'être anecdotiques, ces cas traduisent la violence faite aux familles par des politiques scolaires dites « inclusives ».

Sow, A. B. (2026). ***Naufrage de l'université sénégalaise : mecanismes silencieux d'une crise et conditions d'une... refondation***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/le-naufrage-de-l-universite-senegalaise/87094
Derrière la crise visible de l'université sénégalaise (grèves, années blanches, effectifs pléthoriques) se dessine une crise plus silencieuse : celle des mécanismes institutionnels, administratifs et relationnels qui minent peu à peu la crédibilité de l'enseignement supérieur. Opacité des procédures, poids des réseaux d'influence, favoritisme, clientélisme, corruption discrète, affaiblissement de l'évaluation et érosion du mérite. Fruit d'un retour au pays et d'observations prolongées, cet essai adopte une approche résolument systémique. Il ne cherche

ni le scandale ni le règlement de comptes : les situations, anonymisées, y sont lues comme des logiques de pouvoir et de gouvernance, non comme des fautes individuelles. Mais l'auteur refuse la résignation. La refondation, rappelle-t-il, ne dépend pas seulement des moyens : elle exige de restaurer la confiance, la transparence, l'éthique scientifique et un mérite réellement appliqué. Un livre d'analyse, d'alerte et d'espérance. « Je n'écris pas contre l'université sénégalaise. Je l'écris parce qu'elle mérite mieux que la résignation. »

Thwala, S. K. (2026). **From policy to practice: Eswatini perspective on the implementation of inclusive education policy**. *International Journal of Inclusive Education*, *30*(13), 4318-4331. https://doi.org/10.1080/13603116.2026.2632186
This scoping review examines the documented evidence on the implementation of inclusive education policy in Eswatini. It aims to identify the reported barriers between policy intentions and classroom practice, analyse the contributing factors and propose strategies for enhancement. Analysing 13 key documents (policy texts, national reports and local studies) published between 2000 and 2023, the review followed a structured process of identification, screening and thematic analysis. The findings, synthesised directly from the documents, reveal five consistent themes: (1) a documented chasm between policy rhetoric and on-the-ground resources and monitoring; (2) the prevalence of teacher-centered pedagogies incongruent with inclusive principles; (3) the influence of top-down policy development and cultural stigma; (4) significant gaps in teacher preparedness and support; and (5) a rigid, standardised curriculum. The review concludes that without addressing these interconnected systemic, pedagogical and socio-cultural barriers, inclusive education in Eswatini will remain aspirational. It advocates for a paradigm shift towards flexible, learner-centered practices, grounded in stronger theoretical and operational frameworks.

Wesolowski, B. C. (2026). **Structural conditions of inclusion in the instrumental music classroom: measuring and classifying music educators' perceptions of opportunity-to-learn standards achievement across the United States**. *International Journal of Inclusive Education*, *30*(13), 4531-4553. https://doi.org/10.1080/13603116.2026.2643701
The purpose of this study was to examine how the National Association for Music Education's Opportunity-to-Learn Standards are perceived in secondary-level instrumental music classrooms across the United States. This study was guided by the following research questions: (a) What are the psychometric qualities of a self-report scale used to measure opportunity-to-learn standards in the context of secondary-level instrumental music performance classrooms? (b) What overall ordering of standards achievement exists across secondary-level instrumental music programmes? and (c) Does a meaningful typology of secondary-level instrumental music programmes exist based upon the opportunity-to-learn scale criteria's differential item functioning indices? A total of 374 music educators responded to 109 items grouped across five domains reflecting programme needs assessment. Overall, data adequately fit the Multifaceted Rasch Partial Credit Model, suggesting strong support for construct and predictive validity of the self-report scale. The staffing domain demonstrated highest overall standards achievement, followed by materials/equipment, facilities, curriculum, and scheduling. Results suggest three distinct typologies of standards achievement: (a) high academics/low equipment, (b) high equipment/low staffing, and (c) music as entertainment. Implications for improving inclusion and related structural conditions in secondary-level instrumental music programmes are discussed.

Whitman, K. L., Ruderman, M. A., Harvey, B., Tully, B., Berman, A., & Langley, A. K. (2026). **A Mixed-Methods Study of Students of Color with Foster Care Experience Navigating a Syndemic**. *Innovative Higher Education*, *51*(5), 1933-1961. https://doi.org/10.1007/s10755-025-09829-6
The paper explores how college students of color with foster care experience were uniquely impacted by the intersection of COVID-19 and racial violence, referred to as a syndemic. Using mixed-methods, we surveyed students (n = 194) and conducted student focus groups (n = 20) and individual interviews with staff members (n = 3). Our quantitative findings revealed that students were impacted by identity-based discrimination, mental health concerns, and financial concerns. Our qualitative findings show the depletion of campus resources during the later stages of the syndemic and that students were navigating family disruption and family fragility. Lastly, a key finding revealed that campus was a safe space, largely because of the advocacy for foster youth by support program staff. This study offers crucial insights that can directly inform policy and shape best practices in higher education to support students of color with foster care experience.

Xiao, H., Zhu, H., Zeng, T., Huang, L., Liu, Z., Zhang, F., & Yu, S. (2026). **'From pioneer to partner': the evolving role of special education classes in China's inclusive education system**. *International Journal of Inclusive Education*, *30*(13), 4207-4224. https://doi.org/10.1080/13603116.2026.2622001
Although special education classes (SEC) are a pivotal form of inclusive education in China, their dynamic evolution has received limited scholarly attention. This study employs a literature-based historical policy analysis to investigate the SEC's trajectory over four decades, synthesising national policies, academic literature, and official data. Our findings reveal three distinct phases: flourishing (1979–1993), stagnation (1994–2016), and resurgence (2017 – present). Correspondingly, its role has transformed from that of an unconscious pioneer to a struggling follower, and now to a strategic partner in China's inclusive education system. We argue that this role change illustrates a model of 'developmental pragmatism', where placement types are intentionally repurposed to address shifting national educational priorities. These findings reframe the development of inclusive education in China and offer a conceptual tool for understanding SEC transformations globally.

Yan, F., & Jackson, L. (2026). **Teachers and scholars as counterhegemonic intellectuals? Their perspectives on ethnic diversity in textbooks in China**. *Journal of Curriculum Studies*, *58*(5), 803-824. https://doi.org/10.1080/00220272.2025.2531375
Scholarship in critical studies of education often addresses the role of teachers and scholars as 'intellectuals' engaging in counterhegemony. However, this discussion typically focuses on the contexts of formal democracies, overlooking the diversity of power structures in different political and social systems. This research investigates how a group of teachers and scholars evaluate the representation of minority ethnic groups in textbooks, within the broader context of ethnic politics and knowledge production in an increasingly totalitarian China. The findings indicate that teachers tend to accept official knowledge, which seeks to control and assimilate minority groups, while scholars' critical perspectives are severely constrained by the lack of academic freedom. This research highlights the coercive nature of state control over educators in China, underscoring the limited relevance of prevailing educational theories in authoritarian contexts.

Yazıcı, M. S., Baş, Ş., & Karnas, M. (2026). **Transitioning to Higher Education: A Case Study of an Individual With Autism**. *Psychology in the Schools*, *63*(11), 1569-1584. https://doi.org/10.1002/pits.70185

Necessary arrangements should be made to enable university students with autism (the term "autism" is used to refer to the entire autism spectrum in this study) to improve their transition to university. The need for support may be higher in countries like Türkiye, where the number of university students with autism is relatively low, as universities have limited experience with these students. Thus, this study focuses on the transition process of an individual with autism to higher education in Türkiye. It aims to contribute to the transition processes of the student and, accordingly, of future students with autism. In this qualitative case study, data were collected through semi-structured interviews with an individual with autism and members of his close circle during his transition to higher education. The study involved 29 participants: the university student with autism, two family members, eight high school teachers, eight university lecturers, and ten university classmates. These interviews were conducted during the first semester of the individual's first academic year, a critical period in the transition to university. During the research process, it was discovered that there was no transition plan for students with autism at the university where the research was conducted. Therefore, it is concluded that the experience gained by the participants during the university education process with a student with autism is not sufficient alone for his transition to university, which started with uncertainty. Over time, the process led to prejudices and misconceptions, while unrealistically high expectations resulted in disappointment. At the end of the semester, uncertainty remained. In addition, it was found that the absence of a transition plan caused cultural factors to become more dominant. In line with the research results, based on the transition process of the university student with autism in this study, suggestions that may be useful for future university students with autism are presented.

Yue, Z., Huangfu, H., & Liu, Y. (2026). **The Role of Provincial Disparities of Higher Education Opportunities in Individual Access to Higher Education in China**. *Innovative Higher Education*, *51*(5), 2477-2500. https://doi.org/10.1007/s10755-026-09922-4

Based on the data of Chinese Household Income Project, the role of provincial opportunities for access to higher education and individual opportunities is investigated by building the cross-classified generalized linear mixed models (logit link). The study reveals that provincial opportunities for access to higher education are positively associated with individual opportunities. Moreover, the role of the family background factors, such as type of father's employer and the type of hukou, in individual opportunities for access to higher education are negatively moderated by provincial opportunities; females' advantages in individual opportunities are also positively moderated by provincial opportunities. While individual opportunities are largely pre-structured by the enrollment rate of the individual's province, the government could consider reducing the disparities in annual enrollment rates across provinces. Furthermore, it is recommended that individuals with disadvantaged status be granted equal access to higher education. It is also worth noting women's advantages in general higher education opportunities and their disadvantages in selective institutions.

Zheng, J., & Wu, H. (2026). **Revisiting higher vocational education within metropolis: an intrinsic case study of Shanghai, China**. *Higher Education*, 92(4), 1999-2018. https://doi.org/10.1007/s10734-025-01608-8

This study explores the evolution of higher vocational education (HVE) in Shanghai, tracing its transformation within the broader context of state formation and globalization. Using an intrinsic case study approach, interviews with policymakers, college administrators, and researchers as well as observations at six higher vocational colleges (HVCs) were conducted. The analysis identifies three central themes: the role of policies and strategies at the national and local levels

in shaping and transforming HVE, the impact of neoliberal globalization and local adaptation, and the role of the HVE system in the metropolis. The study also introduces a spatial triad perspective as a supplement to further discuss the status of HVE within the urban spatial structure. The findings demonstrate the complex interplay between HVE and the urban development progress, illustrating how policy and socio-economic forces shape educational practices and how the local actors respond to these dynamics.

Pratiques enseignantes

Alexandre, F., Russbach, L., Vachon, I., & Morel, M. (2026). **Perceptions de futurs enseignants en région quant au rôle de passeur culturel : résultats d'une étude exploratoire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 90-105. https://doi.org/10.53967/cje-rce.7017
This article explores the connection between future students' perceptions of the role of cultural mediators in a regional context. Drawing on a survey of 27 students in initial teacher training at the Université du Québec en Abitibi-Témiscamingue, it highlights their perceptions of culture, the role of cultural mediator, and their preparation for assuming this role. The results reveal a multidimensional understanding of culture but also identify gaps in initial training regarding preparing students to become cultural mediators. The article offers avenues for reflection to strengthen the link between theory and practice, and to enrich discussions about the training of future teachers for the role of cultural mediator.

Alexiou, D., & Kotsis, K. T. (2026). **From Size and Scale to Nano-Applications: Design Principles for Inquiry-Based Nanoscience in Primary Teacher Education**. *European Journal of Contemporary Education and E-Learning*, *4*(6), 12-38. https://doi.org/10.59324/ejceel.2026.4(6).02
Nanoscience is increasingly relevant to scientific literacy, yet its foundational ideas remain marginal in primary teacher education. This article presents a design-based instructional case centred on size, scale, surface-to-volume relationships, size-dependent properties, and selected nano-applications. The case was developed for pre-service primary teachers and organised as a progression from observable macroscopic phenomena to model-supported nanoscale explanations and, finally, to pedagogical redesign for primary classrooms. The instructional sequence combined comparison and estimation tasks, cube fragmentation, dissolution investigations, multimodal representations, application analysis, and structured reflection. Because the retained evidence base does not support participant-level effect estimates, the evaluation is explicitly formative: it examines documented patterns of reasoning, representational use, engagement, and design revision rather than claiming statistically measured learning gains. The analysis indicates that concrete inquiry can create productive entry points, but activity alone does not secure nanoscale understanding. Learners need explicit mediation of multiplicative scale, careful coordination of macro, submicroscopic, and symbolic representations, and prompts that distinguish descriptive observations from mechanistic explanations. The article therefore advances five design principles: establish scale anchors before applications; make surface-to-volume change mathematically and materially visible; treat representations as objects of critique; require mechanism-based explanation; and integrate pedagogical transformation throughout the sequence. The resulting framework offers a transparent basis for future implementation, replication, and more rigorous evaluation of nanoscience preparation for primary teachers.

Aubin, M., Lacroutz, I., Lavallée, R., & Migneault, M.-E. (2026). **Stages en contexte de coenseignement pédagogique : tensions, enjeux et spécificités**. *Revue hybride de l'éducation*, *10*(5), 1-25. https://doi.org/10.1522/rhe.v10i5.2077
Cet article, croisant le regard de deux binômes de personnes coenseignantes et enseignantes associées en contexte de stage dans une classe en coenseignement pédagogique (fusion de deux classes), vise à explorer les différences et les opportunités de stages dans ce type de classe de coenseignement pédagogique total (temps plein). Sur la base des deux exemples en enseignement primaire et en enseignement préscolaire, entrecoupant le regard de personnes enseignantes et de stagiaires, plusieurs constats et recommandations sont émis essentiellement sur les aspects pratiques et la participation des universités partenaires à ce type de stage.

Azimi-Bolourian, M., Fiksenbaum, L., & Saffaran, P. (2026). **Exploring the Impact of the Jigsaw Classroom Activity on Student Collaboration, Academic Performance, Attitude, and Anxiety in a Graduate-Level Statistics Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.21114
Among cooperative learning strategies, the Jigsaw classroom activity is particularly adaptable, working well across diverse age groups and academic disciplines. This strategy is especially relevant in graduate-level statistics courses, which are notoriously difficult and intimidating for non-mathematical students. This qualitative case study explored graduate students' experiences with the Jigsaw classroom activity in a statistics course within a psychology program. Through semi-structured focus group interviews and reflection papers, participants reflected on the effectiveness of the approach and the challenges encountered. Reflexive thematic analysis identified key themes related to the students' perceptions and experiences. Pre- and post-survey results indicated a decrease in students' level of statistical anxiety. The scores on multiple-choice quizzes also demonstrated students' good understanding of the material presented. Overall, results indicated that students perceived the Jigsaw learning activity as effective in enhancing certain elements of statistical literacy, such as collaboration, academic performance, critical skills, and attitudes toward statistics, while also reducing statistical anxiety. Additionally, participants reported increased engagement and confidence in tackling statistical problems. However, challenges such as uneven effort distribution and initial confusion about the activity's structure were noted. Suggestions for addressing these challenges included clearer instructions and better time management.

Baba-Moussa, A. R. (Dir.). (2025). ***Les compétences des enseignants du primaire en Afrique subsaharienne*** (p. 188). Consulté à l'adresse https://pasec2024.confemen.org/wp-content/uploads/2026/10/PASEC-RAPPORT-INTERNATIONAL-PASEC2024-ENSEIGNANTS-FR.pdf

Barblan, Y., Ghezraoui, N., Benetti, A. A. C., & Falcone, F. A. (2026). **« Aller au musée, mais pour quoi faire ? » : Former les futur-es enseignant-es par la visite au musée comme expérience de reliance dans une formation initiale en alternance**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2665
En Romandie, l'enseignement des Arts Plastiques et Visuels (APV) — qui doit contribuer « au développement et à la stimulation du potentiel créatif des élèves » — est volontairement peu normé en termes de prescriptions. Cela signifie que le Plan d'Études Romand (PER) reste discret quant à la progression attendue des apprentissages et qu'il n'existe pas de Moyen d'Enseignement Romand, tant pour l'enseignement primaire que secondaire. Néanmoins, les

visées prioritaires du PER mettent l'accent sur l'alternance entre activités de production, favorisant «l'exploration des langages visuels», et activités de réception, favorisant «la construction de références culturelles». Ainsi il revient à l'enseignant-e (formateur/trice et stagiaire), à partir des pratiques sociales de références caractérisées par leur diversité de déterminer des objets de savoirs et de concevoir des activités susceptibles d'en permettre l'appropriation chez les élèves. Les étudiant-es stagiaires sont encore en développement par rapport aux nombreux objets disciplinaires de l'ensemble du curriculum, et nous nous demandons si et comment ils /elles définissent et transmettent des apprentissages pour une discipline secondaire et non normée. Pour pallier cette difficulté le cours de didactique des APV pour le Bachelor en Enseignement Primaire est centré sur les œuvres et propose aux étudiant-es un dispositif susceptible de favoriser la transposition didactique de contenus d'enseignement. Nous nous demandons, comment ce dispositif est-il instrumentalisé et peut-il contribuer à une perspective créative de l'agir enseignant dans la présentation de contenus d'apprentissage disciplinaires en APV, tout en ouvrant des perspectives d'interdisciplinarité au sein des pratiques d'enseignement.

Bartee, J. S. (2026). **Augmented curriculum: personalizing the curriculum with social-emotional and affective content**. *Journal of Curriculum Studies*, *58*(5), 737-757. https://doi.org/10.1080/00220272.2026.2634694

Today's educational environment finds school districts increasingly purchasing and enforcing the use of commercially produced curricula comprised of pre-sequenced lessons, often restricting teachers' opportunities to tailor instruction to the individual needs and interests of their students. This qualitative study examines how elementary performing and visual arts teachers negotiate such constraints by infusing lessons with emotional and affective dimensions that foster students' personal engagement. This study used the research method of educational criticism and connoisseurship, a method developed by Elliot Eisner using strong ties with the arts. The findings of the study indicated that the participating teachers made deliberate discissions to infuse their lessons with material that was personally relevant to their students. By augmenting the existing curriculum, the teachers were able to keep the integrity of the lesson, while at the same time provide personalization for their students. To highlight these additions, the new term 'augmented curriculum' is proposed for addition to the existing curriculum lexicon. The augmented curriculum has far-reaching implications, well beyond the performing and visual arts classrooms, and has the potential to expand the discourse within the field of curriculum, regardless of the topic and age of the students.

Batista, L. F., & Helal, D. H. (2026). **Transformative learning as a reflection of social innovation education: A theoretical-empirical framework**. *International Review of Education*, *72*(5), 889-913. https://doi.org/10.1007/s11159-025-10219-5

The literature suggests that social innovation in education can generate transformative learning. This article examines the curriculum and practices of a Brazilian school, building upon the framework proposed by the authors in 2023. A case study, documentary research, non-participant observation and semi-structured interviews were conducted and thematically analysed using content analysis. The results demonstrate a model of education that fosters autonomy and contributes to participants' emancipation. Inspired by the work of Paulo Freire, this qualitative exploratory study concludes by suggesting future studies, such as a contextual comparative analysis of the resistance of actors involved in innovation. It provides insights to improve practices and develop new models of educational management, putting forward a

vision of education that is autonomous and contributes to the emancipation of those involved in citizenship and social roles. This benefits both management and education researchers, as well as the actors within the educational system itself.

Beaudoin, C., & Carlson Berg, L. (Éd.). (2026). ***L'éducation en contextes particuliers : lever le voile sur la diversité des espaces éducatifs***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/education-contextes-particuliers-5022.html
« À l'heure où la diversité s'impose comme une réalité incontournable, l'école cherche à se réinventer. Que faire quand les salles de classe d'hier ne suffisent plus à répondre aux besoins d'aujourd'hui? Et si apprendre signifiait aussi repenser les lieux où se construit le savoir? De la classe flexible à l'éducation en plein air, de la formation professionnelle à l'école à la maison, en passant par les musées et les environnements numériques, cet ouvrage collectif explore la richesse des contextes éducatifs particuliers. Ces milieux, souvent en marge de la classe traditionnelle, proposent d'autres façons d'enseigner, d'apprendre et de vivre ensemble. Ils montrent comment l'aménagement de l'espace, la relation pédagogique et les outils technologiques peuvent devenir de véritables leviers de réussite. Fidèle à l'objectif d'inclusion, le collectif met en lumière des expériences concrètes, au Québec et à l'international, qui célèbrent la diversité comme une richesse et un moteur d'innovation pédagogique. Il invite les acteurs et actrices de l'éducation à voir la salle de classe comme un écosystème vivant, capable de s'adapter à la pluralité des parcours et des réalités. Ce livre s'adresse à toute personne en enseignement, en direction ou en recherche qui croit qu'apprendre peut se vivre autrement – et partout. »

Benet Riviere, J. (2026). ***Enseigner à produire autrement : les ambivalences de l'ecologisation de l'enseignement agricole***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/enseigner-a-produire-autrement/87010
Face à l'urgence écologique, l'enseignement agricole occupe aujourd'hui une place centrale dans la formation des futurs professionnels de l'agriculture et de l'environnement. Mais comment cette institution, historiquement liée à la modernisation productiviste de l'agriculture, s'est-elle transformée pour intégrer les enjeux écologiques ? Cet ouvrage propose une synthèse sociohistorique inédite des transformations curriculaires de l'enseignement agricole face à la transition écologique. Des premières formations en gestion de la nature dans les années 1970 à la diffusion contemporaine de l'agroécologie et des plans « Enseigner à produire autrement », il retrace les étapes, les tensions et les recompositions qui ont progressivement fait de l'environnement un enjeu central des formations agricoles. L'auteur met en lumière les ambivalences de l'écologisation des curricula : entre le maintien d'héritages productivistes, les injonctions ministérielles à la transition, les résistances professionnelles, les appropriations différenciées par les enseignants et les élèves, et l'émergence de modèles alternatifs. À travers le cas exemplaire de l'enseignement agricole, ce livre éclaire plus largement les transformations contemporaines des institutions de formation confrontées aux enjeux écologiques, sociaux et politiques de notre temps.

Berterreix, C. (2026). **Coenseigner pour former : une méthodologie pour mettre en regard les activités des coenseignant·e·s**. *Revue hybride de l'éducation*, *10*(5), 1-45. https://doi.org/10.1522/rhe.v10i5.2090
Le coenseignement développemental a fait l'objet de diverses études, majoritairement anglophones (voir pour synthèse Fortier et Tremblay (2025)). Or, la quasi-totalité d'entre elles

mobilise des données extrinsèques et/ou déclaratives des coenseignant·e·s pour en analyser les effets en formation initiale. En réponse, cet article expose la méthodologie utilisée dans la recherche collaborative CARDIE / LéA-IFE Coenseignement et tutorat pour la formation (projet IMPACT) à partir de la mise en regard de données qualitatives et intrinsèques des coenseignant·e·s. Lus sous le prisme d'une anthropologie culturaliste (Bertone et Chaliès, 2015), les résultats illustrent comment l'analyse comparée de données intrinsèques donne accès aux transformations fines et effectives des pratiques des novices, aux intentions de formation de leurs tutrices, aux (in)satisfactions vécues en situation. In fine, ces résultats donnent à voir la contribution de ces situations de travail-formation aux apprentissages des enseignant·e·s novices. En conclusion, certains aspects méthodologiques sont discutés.

Berterreix, C., Coibion, A., Reydy, C., & Tremblay, P. (2026). **Le coenseignement développemental : enjeux, conditions et effets**. *Revue hybride de l'éducation*, *10*(5), 1-19. https://doi.org/10.1522/rhe.v10i5.2264
Ce texte présente un résumé des articles qui composent le numéro thématique.

Berterreix, C., & Reydy, C. (2026). **Coenseigner pour former : l'influence des régulations entre coenseignant·e·s sur les apprentissages des novices**. *Revue hybride de l'éducation*, *10*(5), 1-53. https://doi.org/10.1522/rhe.v10i5.2079
La formation initiale enseignante française s'appuie sur des stages visant à favoriser « une entrée progressive dans le métier de professeur » (Ministère de l'Éducation Nationale, 2025, p. 11). Ces stages réunissent une, deux, voire trois personnes novices encadrées par un tuteur ou une tutrice au sein d'une même classe. La recherche collaborative IMPACT (Innovation des Méthodes et Pratiques d'Aménagement des situations de Classe pour le Tutorat) investigue les apprentissages professionnels des enseignant·e·s novices, leur vécu et celui de leur tuteur ou tutrice dans des situations de classe aménagées via du coenseignement (Berterreix et al., 2025). Les régulations entre coenseignant·e·s semblent influencer favorablement le vécu et les apprentissages des personnes formées (Berterreix, soumis a). Cependant, rares sont les études qui interrogent véritablement les effets des régulations entre coenseignant·e·s lors d'une situation de classe à visée formative. Ainsi, inscrite en anthropologie culturaliste (Bertone et Chaliès, 2015; Chaliès et Bertone, 2021), l'analyse menée met en regard les significations attribuées à leurs actions par les coenseignant·e·s (tuteurs et novices). Les principaux résultats mettent en avant différentes natures et fonctions de régulations favorables aux apprentissages et au vécu des novices.

Biseko, J. M. (2026). **Promoting inclusive and equitable access: linguistic barriers in Tanzanian secondary school textbooks during the transition to English medium instruction**. *International Journal of Inclusive Education*, *30*(13), 4009-4030. https://doi.org/10.1080/13603116.2025.2589297
The transition from a mother tongue (MT) to a foreign language, typically European languages, as the medium of instruction poses significant challenges for learners in many African countries. In Tanzania, students who receive primary education in Kiswahili are compelled to switch to English language Education at the secondary school level. This study investigated the language accessibility of biology and history textbooks for these students during this critical transition period. The study employed a descriptive research design, qualitative content analysis, and corpus analysis to analyse the textbooks. The findings revealed numerous language-related challenges, including complex vocabulary, intricate grammatical structures, referential meaning-based sentences, and unfavourable Flesch and Gunning Fog readability scores. These linguistic barriers likely hinder the students' comprehension of the subject content. The implications of these

language accessibility issues for students are discussed. The study underscores the need for policymakers and educational authorities to carefully evaluate the language used in textbooks to ensure they are aligned with the linguistic proficiency of students transitioning from MT to a foreign medium of instruction. Practical recommendations are provided to improve textbooks language use and support inclusive and equitable access to quality education for all learners.

Bruyère, A. (2026). **Inclusion et pratiques situées**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 84-95. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/740
This article examines the training provided to railway staff in relation to the diversity of disability situations, with a particular focus on intellectual disability, which is still largely overlooked in professional practice. Drawing on a qualitative survey conducted at four French railway stations, the research highlights a structural tension between institutional ambitions for inclusion and the actual ways in which professional development is delivered. The analysis reveals that existing training courses remain largely general in nature and centred on visible disabilities, relegating intellectual disability to a marginal position. This invisibilisation results in conditional support, subject to prior booking. Keywords: inclusion, intellectual disability, training.

Buttier, J.-C., Rossi, F., Barblan, Y., Benetti, A. C., Dechamboux, L., Delorme, C., … Volpé, Y. (2026). **Continuer d'enseigner, former, chercher**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2735
Chaque nouveau projet, chaque idée nouvelle a besoin d'une personne pour l'inspirer, pour définir ses objectifs et permettre à tous celleux qui souhaitent y participer d'en saisir le sens profond, afin qu'iels puissent adhérer à ses aspirations et finalités. Les Annales de l'IUFE (AIUFE) ont puisé leur inspiration initiale chez l'ancien directeur de l'Institut Universitaire de Formation pour l'Enseignement (IUFE), Olivier Maulini, qui a fortement voulu la naissance de cette revue et qui a appelé à sa création en 2025. Ce deuxième numéro, nourri des graines semées lors du précédent volume, a l'ambition de tisser un fil invisible mais solide avec le travail et la vision de son initiateur, en proclamant les valeurs d'une éducation qui permet d'allier recherche et expériences vécues sur le terrain.

Calvetti, C. (2026). **Témoignage d'une stagiaire ayant participé à l'expérience de stage en coenseignement développemental en triade (Henallux)**. *Revue hybride de l'éducation*, *10*(5), 1-17. https://doi.org/10.1522/rhe.v10i5.2071
Dans le cadre d'une recherche menée à la Haute École de Namur Liège Luxembourg, sur les modalités d'un stage en coenseignement développemental en triade, ce témoignage illustre le vécu et les effets de ce dispositif sur une des deux stagiaires impliquées. Il décrit l'utilisation des différents modes de planification, la façon dont les stagiaires ont choisi les configurations de coenseignement ainsi que les raisons de ces choix. Les bénéfices du stage en coenseignement développemental en triade sont relevés tant pour les stagiaires que pour les élèves. Des éléments concernant le bienêtre ressenti de la stagiaire, la construction de son identité enseignante et l'évolution de ses compétences professionnelles sont détaillés. Enfin, la stagiaire formule des recommandations à destination des institutions formatrices visant à créer des conditions propices à cette expérience de stage en coenseignement développemental.

Carpentier, T., Desbiens, N., Carpentier, G., Tardif, C., & Tardif, M. (2026). **L'indiscipline en classe : mise en relation des interventions déclarées et observées chez les personnes enseignantes du primaire**. *Revue hybride de l'éducation*, *10*(4), 1-30. https://doi.org/10.1522/rhe.v10i4.2093
Cette étude examine la relation entre les interventions déclarées et celles observées en gestion de l'indiscipline chez neuf enseignantes du primaire. En croisant un questionnaire d'autoévaluation et des observations captées par robotique mobile, elle révèle un écart marqué : malgré des intentions proactives déclarées, les interventions en classe sont majoritairement réactives (60,47 %) et verbales (62,06 %). La majorité des interventions (74,46 %) cible l'ensemble du groupe-classe plutôt que l'élève perturbateur. Ces constats soulignent l'intérêt d'une méthodologie combinée et offrent des pistes de réflexion pour la formation initiale et continue du personnel enseignant.

Casanova, R. (2026). **Existe-t-il une pédagogie spécialisée et ses conséquences pour la formation des éducateurs et enseignants spécialisés ?** *TransFormations - Recherches en Education et Formation des Adultes*, (30), 34-48. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/707
This text examines the distinction between special and mainstream pedagogy through the lens of Edgar Morin's complex thought. Overcoming this duality lies in educability, a common denominator that transcends populations and ages. Inclusive education is structured around three levels (individual, collective, institutional) and four axes (common language, mechanisms, daily practice, and analysis of responsiveness). It is based on the 4Rs (Reference Points, Responsibility, Recognition, Respect), guarantees foundational prohibitions, and develops Mauss's triptych of « giving, receiving, and reciprocating. » Reverse integration follows, making specialization a standard of excellence. The purpose of education is then to transform the institution by guiding it towards Institutional Pedagogy, which educates the institution in a meta-reflective stance, transforming power into authority, and thus transcending the sterile opposition between special and mainstream. Keywords: educability, inclusive training, institutional pedagogy.

Cespedes, M. V., Park, H. J., Lenhart, C., & Bouwma-Gearhart, J. (2026). **Exploring the Value Postsecondary Faculty Find in Implementing a Transdisciplinary Curriculum**. *Innovative Higher Education*, *51*(5), 2665-2685. https://doi.org/10.1007/s10755-026-09930-4
Transdisciplinary curricula are gaining prominence in higher education for their potential to address complex, real-world challenges. Yet as more postsecondary institutions encourage faculty to adopt transdisciplinary teaching, little is known about how faculty experience and make meaning of this work in practice. This qualitative study examined the experiences of 17 faculty members from diverse disciplines who participated in a multi-year, NSF-funded transdisciplinary initiative across three postsecondary institutions. Drawing on theoretically informed thematic analysis guided by psychological empowerment (Spreitzer et al., 1999) and pedagogical design capacity (Brown, 2009), we explored how faculty perceived the professional and instructional impacts of implementing a sustainability-focused transdisciplinary curriculum. Findings indicate that faculty highly valued their participation, reporting enhanced professional fulfillment, stronger collaborative networks, and renewed purpose in their teaching – exercising creativity and agency in adapting the curriculum to their disciplinary contexts. Faculty thrived when the work felt meaningful, when they felt competent and autonomous, and when they moved beyond delivering materials toward actively reshaping them. While participants faced institutional barriers including time constraints, heavy workloads, and limited structural support,

they consistently emphasized the lasting value of transdisciplinary teaching. These findings underscore the need for sustained institutional investment to support faculty engaged in transdisciplinary curriculum development and implementation. Concrete steps may include course-release time for curriculum adaptation, funding for course redesign, structured cross-disciplinary collaboration, and formal recognition of transdisciplinary teaching in promotion and tenure processes.

Chambrier, A.-F. de, & Dierendonck, C. (2026). **Expérimentation du modèle de réponse à l'intervention (RAI) en littératie et en numératie en 2e maternelle en Suisse : une étude pilote**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 140-162. https://doi.org/10.53967/cje-rce.7111
Response to Intervention aims to prevent academic difficulties, in particular by rapidly providing intensive pedagogical support to so-called at-risk students. The majority of studies on this model are North American, and few have focused on two learning domains. This pilot study, conducted among 155 2nd kindergarten pupils (aged 5–6) in Switzerland, examines the simultaneous implementation of Tier 2 interventions in literacy and numeracy. The aims were: (1) to compare the identification of at-risk pupils by teachers and by standardized tests, (2) to assess the feasibility of Tier 2 sessions (educational support) within the framework of ordinary classroom resources, (3) to measure the impact of these interventions on pupils' progress, and (4) to gather teachers' perceptions of the approach. The results show that standardized tests enabled more accurate identification of at-risk students than teachers' judgement alone; that a small half of the Tier 2 sessions could be implemented; that significant effects on progress were observed in numeracy but not in literacy; and that teachers' perceptions were positive in terms of acceptability and usefulness but less so in terms of feasibility.

Coibion, A. (2026). **Coenseignement en formation initiale : analyse de la planification et des pratiques en stage en Fédération Wallonie-Bruxelles**. *Revue hybride de l'éducation*, *10*(5), 1-40. https://doi.org/10.1522/rhe.v10i5.2076
Cette recherche analyse la manière dont des stagiaires en formation initiale en Fédération Wallonie-Bruxelles planifient et mettent en œuvre le coenseignement durant leur stage. À partir d'une approche mixte reposant sur l'étude d'un binôme (préparations écrites, entretiens et analyses vidéos), elle examine la cohérence entre planification et pratiques effectives. Les résultats montrent une planification principalement organisationnelle, avec une formalisation limitée du partage des rôles. Les gestes professionnels de gestion des apprentissages sont largement mobilisés en classe, mais peu anticipés. Le coenseignement apparait ainsi comme une compétence en construction nécessitant un accompagnement spécifique en formation initiale.

Cone, L., Knudsen, H., & Rasmussen, L. R. (2026). **Affective philanthropy and the im/possibility of governance: the LEGO Foundation's involvement in public education**. *Journal of Education Policy*, *41*(6), 839-862. https://doi.org/10.1080/02680939.2026.2647074
This article explores the LEGO Foundation's efforts to promote playful learning in Danish public education. Drawing on theories of affective power, we examine how the Playful Learning program secures influence by positioning itself as an alternative to dominant discourses of impact, measurement, and learning outcomes in education governance. The article builds on an analysis of materials published or funded by the LEGO Foundation around the Playful Learning program as well as interviews with program representatives. Lodged in a philanthropic strategy

based on invoking promises of community building, excitement, and riskiness, we argue that the program represents a paradigmatic case of what we term affective philanthropy. Rather than support established policy goals or networked governance, the affective philanthropy of the LEGO Foundation asserts power by mobilizing a vague desire for less control and more play. After showing how this logic plays out in the foundation's materials in relation to three conventional frameworks of governance – policy, accountability, and knowledge – the article concludes by discussing the democratic implications of entwining public education with philanthro-capitalist arrangements of intensity and excitement.

Cyr, G., Bouchard-Fortier, M., Bruyère, M.-H., Riopel, M., & Bastien-Charlebois, J. (2026). **Développement de schémas anatomiques inclusifs de la diversité sexuelle, de genre et des caractéristiques sexuées**. *Revue hybride de l'éducation*, *10*(4), 1-43. https://doi.org/10.1522/rhe.v10i4.2061
Cet article présente une recherche-développement visant la conception de schémas anatomiques inclusifs pour l'enseignement de l'anatomie sexuée dans les cours de sciences et technologie au secondaire. Une recension des outils didactiques disponibles a démontré qu'ils ne répondaient pas aux besoins des enseignantes pour leur démarche d'inclusion de la diversité sexuelle, de genre et des caractéristiques et qu'ils véhiculaient une vision exagérément binaire des corps sexués, centrée sur la reproduction et faisant l'amalgame entre sexe et genre. La démarche collaborative a permis de développer des schémas et des textes explicatifs fondés sur l'homologie des organes, un vocabulaire non pathologisant et une représentation de la diversité des caractéristiques sexuées, incluant des variations intersexes. Grâce à des mises à l'essai avec des expertes et des enseignantes, ces outils permettent de concilier inclusion et rigueur scientifique.

Dahmouche, H., Lévy, M., & Barrier, T. (2026). ***L'enseignement des questions socialement vives : Horizons multiples, repères communs***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-enseignement-des-questions-socialement-vives/86522?srsltid=AYCX9vJTLVOPDfBsdUm86Io3M4mSt-8L5qXVtJdWCyrXqV9UwNd54L3p
Changement climatique, biotechnologies, modèles de production, déboulonnage des figures de la colonisation, etc. : l'enseignement des « questions socialement vives » est aujourd'hui un problème professionnel pour de nombreux enseignantes et enseignants. Ces sujets, marqués par l'incertitude scientifique et de forts enjeux de société, génèrent souvent tensions en classe et inconfort pédagogique.Comment parler de ces controverses sans polariser, relativiser ou simplifier à l'excès ? À travers des synthèses rigoureuses et la présentation de dispositifs pédagogiques innovants, ce livre vise à offrir des repères théoriques et des pistes concrètes pour transformer ces défis en opportunités d'apprentissage. Il s'adresse aux (futurs-)enseignants et à quiconque souhaite naviguer outillé dans la complexité du monde contemporain.Un indispensable pour former les citoyens d'aujourd'hui et de demain.

Davis, O. (2026, novembre 8). **Et si Socrate était le meilleur allié des enseignants face à l'intelligence artificielle ?** https://doi.org/10.64628/AAK.vaa6shjed
Les dialogues de Platon montrent qu'apprendre, c'est en grande partie reconnaître ce que l'on ignore à travers un va-et-vient de réflexions. Face à l'intelligence artificielle, qui sait si bien répondre, la méthode socratique pourrait renouveler l'évaluation des étudiants.

Delorme, C., Nguyen, A., Colin, T., Mehareche, M., Emery, R., & Boutière, V. V. (2026). **Coconstruire un dispositif de coformation destiné aux formateurs/trices d'enseignant-e-s spécialisé-e-s: Regards croisés de formateurs/trices universitaires et de terrain**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2659
La coformation des stages de la Maîtrise universitaire en enseignement spécialisé (MESP) et du complément de formation en ordinaire pour la MESP (CFO) vise à créer une culture commune entre formateurs/trices universitaires et de terrain. Cependant, l'asymétrie des rôles, où l'IUFE organise la formation et invite les formateurs/trices de terrain à y participer, risque de renforcer une approche "top-down" de cette coformation. L'article analyse un dispositif de coformation conçu pour favoriser une culture commune. Il questionne les hiérarchies de savoirs et explore ce qui est nécessaire à son élaboration.

Dicharry, L., Guillerot, M., Lamarche-Ogden, S., & Laroche, C. (2026). **Le coenseignement développemental comme levier pour la formation des enseignant·e·s novices à la mise en commu**. *Revue hybride de l'éducation*, *10*(5), 1-28. https://doi.org/10.1522/rhe.v10i5.2089
En tant que formatrices, nous nous sommes intéressées aux effets du coenseignement développemental sur l'accompagnement que nous mettons en œuvre pour soutenir les pratiques des enseignant·e·s novices. Dans le cadre de notre recherche collaborative, nous avons rapidement identifié la gestion de la mise en commun comme une tâche complexe du métier d'enseignant·e et un objet de formation important. Cet article vise à présenter comment les expérimentations menées nous ont permis de repérer certains éléments clés pour former à la mise en commun et ainsi progressivement affiner notre conception d'un coenseignement au service de la construction de ce geste d'enseignement.

Ding, F., & Chen, S. (2026). **Secret, sacred, and cover stories: four rural elementary music teachers' assessment practices in China**. *Journal of Curriculum Studies*, *58*(5), 876-898. https://doi.org/10.1080/00220272.2025.2536273
The 2022 revision of China's Arts Curriculum Standards for Compulsory Education (including music) has sparked theoretical discussions about how general music teachers in China can adapt their teaching practices to align with the new guidelines. Using a narrative inquiry approach, this study explores how four rural music teachers engage with the assessment requirements set forth by the revised curriculum standards. The findings highlight the tension between teachers' personal knowledge of assessment in the classroom and the external constraints or expectations imposed by the curriculum, revealing the on-going negotiation between teachers' personal professional judgment, framed as "secret stories, and the external curriculum standards, conceptualized as "sacred stories." The research contributes to a broader understanding of the challenges and opportunities in implementing arts education reforms, particularly in rural contexts, and provides valuable insights for policy and practice.

Dorogoïchenko, A. (2025). ***L'éducation musicale à l'école élémentaire en France et en Russie : étude comparative des curricula et des pratiques des formations professionnalisantes : les cas des CFMI (France) et des facultés musico-pédagogiques (Russie)*** (Theses, Université François Rabelais - Tours). Consulté à l'adresse https://theses.hal.science/tel-05741452
Cette thèse analyse l'éducation musicale à l'école élémentaire en France et en Russie à travers une approche comparée et contrastive des curriculums de formation des enseignants de musique destinés à l'école générale. L'étude cherche à comprendre la fonction et les enjeux de cette discipline dans deux contextes socioculturels et institutionnels distincts, en s'appuyant sur

trois principes-axes communs : la sensibilité, l'expression de soi et la créativité. L'enquête repose sur une double méthodologie : l'analyse documentaire des programmes de formation, plans d'études et textes officiels, et une enquête empirique (questionnaires et entretiens) menée auprès de formateurs et d'étudiants en France (CFMI) et en Russie (facultés musico-pédagogiques). Le cadre théorique mobilise la didactique comparée, la sociologie du curriculum et l'éducation comparée, en articulant professionnalisation et identité professionnelle. Les résultats mettent en évidence que l'éducation musicale, malgré sa fragilité institutionnelle, demeure un espace privilégié de développement personnel et culturel. Deux fondements conceptuels structurent les contextes analysés : en France, un pragmatisme éducatif qui valorise la créativité, la polyvalence, l'inclusion et la co-construction ; en Russie, un romantisme esthétique et éthique qui inscrit la discipline dans une tradition originale, fondée sur la dramaturgie émotionnelle, le respect prononcé de l'héritage et l'immersion affective dans la musique étudiée. Ces orientations opposées révèlent des tensions entre transmission et création, technicité et sensibilité, institution et expérience vécue. Néanmoins, les points convergents ont été révélés, permettant d'imaginer une didactique hybride qui embrasserait à la fois la créativité individuelle et la transmission patrimoniale. Elle ouvrirait ainsi la voie à une éducation musicale intégrative, humaniste et interculturelle, apte à répondre aux défis contemporains de l'école élémentaire.

Drydakis, N. (2026). ***Teaching Economic Inequality: Pluralistic Knowledge and Learning Dispositions*** (Working paper N° 1853). Consulté à l'adresse Global Labor Organization (GLO) website: https://EconPapers.repec.org/RePEc:zbw:glodps:1853

This study examines whether pluralistic teaching is associated with students' learning dispositions. The data are drawn from an economic inequality course delivered at an English university between 2016 and 2025. A new scale capturing pluralistic knowledge of economic inequality is developed around six principles: structural and relational ontology; epistemic pluralism and situated knowledge; intersectional and decolonial analysis; normative commitment to justice, equity and transformation; methodological diversity and grounded inquiry; and engaged scholarship and evidence-informed policymaking. The results show that, after completing the course, students reported higher levels of pluralistic knowledge of economic inequality and stronger learning dispositions relating to critical thinking, epistemic curiosity, civic engagement, self-efficacy and social justice. Pluralistic knowledge of economic inequality is also positively associated with these learning dispositions. In addition, both pluralistic knowledge and learning dispositions are positively associated with academic performance in course assessments. These findings are relevant to educators, curriculum designers and policymakers seeking to strengthen students' analytical, ethical and civic capacities in engaging with socio-economic phenomena.

Duncheon, J. C., & Hornbeck, D. (2026). **How Do Faculty Define and Enact Rigor in the Dual Enrollment Classroom?** *Innovative Higher Education*, *51*(5), 1775-1801. https://doi.org/10.1007/s10755-025-09805-0

Dual enrollment or dual credit (DC) programs, which allow high school students to enroll in college courses and earn college credit, have grown in popularity over the past two decades as part of a national agenda to increase college readiness and completion. DC coursework is offered through partnerships between school districts and institutions of higher education, which means that course objectives, student evaluation, instructor credentialing, and delivery context vary across locales. As a result of this variation, stakeholders have questioned whether DC courses are adequately rigorous and how rigor might be maintained. Addressing concerns about DC

rigor is complicated, however, because research on DC instruction is scant. This qualitative interview study explored the perspectives of 34 faculty who teach DC for a community college in Texas. Integrating traditional and contemporary theories of academic rigor with literature on the hidden curriculum, the study asked how DC instructors define rigor and enact it in practice. Findings illustrate that DC faculty offered expansive and nuanced views of rigor that addressed not only academic content but also aspects of the hidden curriculum relevant to navigating the college classroom. This study contributes to extant literatures on DC teaching and academic rigor, as well as offers practical implications for supporting rigorous instruction in the college classroom.

Duran, A., Choi, Y. H., Williams, J. A., Eddy, S. L., & Casper, A. M. A. (2026). **Implementing Inclusive Teaching around Sex, Sexual Reproduction, and Gender (SSRG) in Biology: A Multi-Case Investigation at Hispanic-Serving Institutions**. *Innovative Higher Education*, *51*(5), 2501-2529. https://doi.org/10.1007/s10755-026-09918-0
In contemporary U.S. society, the perception of the nature of science varies, ranging from the view that it is a neutral practice to one that positions science as constantly shifting and informed by oppressive dynamics. Within these differences, there are scrutinized subject matters such as those pertaining to sex, sexual reproduction, and gender (SSRG), which are commonplace in many undergraduate biology curricula. Using a multiple-site, embedded case study design, this research examined how biology instructors at the postsecondary level conceptualized science and SSRG topics, together with how students responded to their teaching. Informed by interviews with students and the instructors themselves, findings brought to light three different categories of instruction, those who: 1) explicitly communicated to students that science is not a neutral practice and spoke about SSRG topics in expansive ways that reflected the complex relationship between science and society; 2) perceived the nature of science as constantly evolving, but without explicitly articulating connections to sociocultural influences; 3) appeared to hold non-neutral and complex views about both science and SSRG topics, but communicated their frames in muted and implicit ways because they navigated complicated teaching contexts.

Etienne, R., Dreyfus, M., & Chabanne, J.-C. (2026). ***Du faire parler, écrire et penser les élèves à l'agir éducatif : Changer l'école avec et grâce à ses acteurs***. Consulté à l'adresse https://www.pulm.fr/default/du-faire-parler-ecrire-et-penser-les-eleves-a-l-agir-educatif.html
Cet ouvrage collectif s'est donné pour but de « changer l'école avec et grâce à ses acteurs » en décryptant l'agir enseignant, en montrant la puissance réflexive de l'écriture et en traitant la question centrale des médiations langagières. Il pointe les responsabilités dans l'échec scolaire pour mieux le combattre. Les recherches réunies mobilisent plusieurs champs théoriques : la didactique du français, les sciences du langage, celles de l'éducation et de la formation et l'analyse du travail.La question posée est politique, éthique et professionnelle : de quelle éducation avons-nous besoin pour répondre aux urgences sociétales, écologiques, géopolitiques ? Quelles mutations devons-nous engager pour y parvenir ? Quel rôle pour la recherche ? Quel accompagnement des acteurs en vue d'une démocratisation réelle de l'accès aux savoirs, à l'ouverture culturelle et à une réelle émancipation des élèves ?Les avancées présentées ici tiennent au dialogue avec les acteurs du terrain, à l'écoute des savoirs de l'expérience qui leur permettent de les objectiver, les questionner, les verbaliser, ensemble. À ce titre, le rôle de la recherche en éducation y est scientifique, formatif et éthique.

Ewart, K., Eizadirad, A., Sider, S., Neepin, R., Ledger, S., Schoffro, D. P., … Frias, J. (2026). **Lessons from a Unified Interdisciplinary Assignment Across Four Courses in a Teacher Education Program**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 27-47. https://doi.org/10.53967/cje-rce.7665
This article reports a critical ethnographic study of a cross-course, interdisciplinary assignment that engaged teacher candidates with equity, diversity, inclusion, decolonization, Indigeneity, and anti-racism (EDIDIA) in a university teacher education program in Ontario, Canada. Thirteen faculty implemented one public service announcement (PSA) assignment across four required courses (Special Education; Multilingual Language Learners in the English-Dominant Classroom; Equity and Diversity in Schools; and First Nations, Métis, and Inuit (FNMI) Topics in Educational Contexts) to shift students from knowledge consumers to knowledge producers. Using a community-of-practice lens and self-reflection ethnography, the study examines candidates' perspectives on the promise and complexities of equity-centred interdisciplinary learning. After the six-week courses, all participating students (n = 246) received an anonymous survey; 118 responded (48% response rate). Thematic analysis identified four interwoven growth areas spanning cross-course coherence, asset-based reorientation, power deconstruction, and multimodal technology integration.

Fabry, S., Tremblay, P., & Sylvie, V. der L. (2026). **Retour sur les modalités et les outils d'accompagnement et d'évaluation des stagiaires en coenseignement développemental en triade**. *Revue hybride de l'éducation*, *10*(5), 1-43. https://doi.org/10.1522/rhe.v10i5.2082
Étant donné le contexte de réforme du système de l'enseignement et de la formation initiale des personnes enseignantes en Fédération Wallonie-Bruxelles, il apparait essentiel que celles-ci soient mieux préparées à coenseigner. Une recherche-action-formation a été mise en œuvre à la Haute École Namur-Liège-Luxembourg durant l'année académique 2024-2025 afin de définir les conditions de stages en coenseignement et plus particulièrement les postures et les pratiques d'accompagnement et d'évaluation des maitres et maitresses de stage (MDS) et des personnes formatrices de la Haute École (FHE) y étant impliqués. Pour ce faire, dans le cadre de la formation initiale en enseignement primaire, des stages en coenseignement développemental en triade ont été organisés durant la troisième année de formation. Six binômes de stagiaires de troisième année de formation ont été formés, accompagnés et étudiés. Des semi-directifs centrés sur les modalités d'évaluation et d'accompagnement des stagiaires avant et après le stage ont été mené auprès des stagiaires, des MDS et des FHE ainsi que deux groupes de discussion rassemblant d'une part les stagiaires et d'autre part les MDS et les FHE. Une triangulation des points de vue (stagiaires, MDS et FHE) a été réalisée pour identifier les recommandations concernant les changements à apporter aux modalités et aux outils d'évaluation et d'accompagnement des stagiaires en contexte de coenseignement développemental.

Fajardo, R. A., Lozano, J. A., Sabunod, G. M. M., Sarangani, A. F. M., Yamba, R. B., & Galan Jr., G. N. (2026). **Navigating diversity: a phenomenological exploration of pedagogical practices of non-SPED seasoned teachers in inclusive classroom**. *International Journal of Inclusive Education*, *30*(13), 4332-4350. https://doi.org/10.1080/13603116.2026.2632777
This study explored the pedagogical practices of seasoned non-SPED (special education) teachers in inclusive classrooms. The term 'seasoned non-SPED teachers' refers to general education teachers with extensive teaching experience but without formal training in special education. The study aimed to examine how these educators develop inclusive practices through reflective engagement, mentorship, collegial collaboration, and sustained professional

learning. Data were collected primarily through semi-structured interviews with 18 participants, complemented by two focus group discussions to capture collective perspectives on shared pedagogical practices. Findings revealed that these teachers employed differentiated and varied instructional strategies, promoted collaborative learning, fostered student engagement, implemented purposeful classroom management, provided holistic and relational support, and actively pursued professional growth and guidance. The study highlights how experience, reflection, and professional learning intersect to shape inclusive pedagogical expertise. These insights contribute to understanding how inclusive education can be effectively implemented by teachers without formal SPED training and align with Sustainable Development Goals (SDG) 4: Quality Education and SDG 10: Reduced Inequalities. The findings offer guidance for educators, school leaders, and policymakers seeking to strengthen inclusive practices and support diverse learners.

Fitzpatrick, B., Schulz, H., Peddle, J., Genge, T., Lee, T., Pevida, A., … Dillon, C. (2026). **Using Formative Feedback to Teach Pharmacy Students to Write Critical Self-reflections**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.16568
Critical thinking is an essential skill for practising pharmacists. Critical self-reflections have been said to contribute to critical thinking, and formative feedback has been cited as improving student learning. We conducted a two-year study, using mixed methods research, with two cohorts of 1st to 4th year pharmacy students, 76 students in total, to improve their critical self-reflective skills as part of critical thinking. Our pedagogical approaches, unlike the pedagogy of didactic teaching that is historically associated with health professional education, included the writing of critical self-reflections and the use of formative assessment. Students wrote eight self-reflections over four semesters. We provided formative feedback after each self-reflection, which included individual written comments and whole class formative feedback during an explicit instruction class. However, to strengthen the study design we did not provide any feedback between the first and second reflections. Quantitative analysis using a rating scale for the components of knowledge, self-assessment, and critical thinking indicated that students improved in their self-reflections and in their critical thinking, although there were differences between the two cohorts. Qualitative analysis revealed that many students valued the formative feedback and thought it improved their learning, but not all students agreed. We suggest that these pedagogical approaches can cross disciplines.

Fleuret, C., Thibeault, J., Peyret, G., & Bangou, F. (2026). **La place du plurilinguisme dans les écoles francophones de l'Ontario : une exploration des croyances et des pratiques pédagogiques du personnel enseignant**. *Nouveaux cahiers de la recherche en éducation*, *28*(1), 173-196. https://doi.org/10.7202/1128146ar
Cet article explore les croyances du personnel enseignant en contexte francophone minoritaire ontarien au regard du plurilinguisme et de la place qui lui est accordée dans ses pratiques pédagogiques. Pour ce faire, nous avons eu recours à un questionnaire en ligne, rempli par des enseignantes et des enseignants de l'Ontario (n = 87) de classe ordinaire ou des programmes d'aide en français. Les résultats soulignent que la plupart d'entre eux estiment que la mobilisation des répertoires linguistiques des élèves en classe est importante. Cependant, certains ne font que rarement, voire jamais, de liens avec les langues des élèves. On remarque aussi un certain écart entre des croyances positives à l'égard de la diversité et des pratiques pédagogiques qui demeurent partiellement plurilingues.

Føns, K. (2026). **Place, culture and learning: a review to inform education outside the classroom in Greenland**. *Journal of Curriculum Studies*, *58*(5), 849-875. https://doi.org/10.1080/00220272.2025.2531376
This literature review explores empirical studies of Culturally Responsive Education Outside the Classroom (CREOtC). It informs future K-12 education research and development in Greenland. CREOtC encompasses outdoor place-based and land-based education and aims to provide quality education for Indigenous and rural students. The review covers research published between 2000 and 2024 of empirical studies of K-12 school-based outdoor education in Indigenous and arctic communities. It identifies 29 studies demonstrating that CREOtC fosters authenticity and connection between school and place, thus making education relevant for students. Valuing culture and local knowledge made students feel competent and empowered, thereby strengthening their Indigenous identity and fulfilling students' basic needs according to Self-Determination Theory. This promotes motivation and learning. Critical Pedagogy of Place is a prevalent framework for CREOtC in Indigenous education, and when addressing issues connected to the More Than Human World, it aligns with Systemic Sustainability Education, offering a path for Indigenous communities to enhance educational levels and support a sustainable future. Most studies were qualitative, single cases that lacked evidence of lasting improvements, highlighting the need for quantitative and long-term studies. Strict national curricula and insufficient resources to support teachers were (in some cases) a hindrance to the implementation of CREOtC, as implementation calls for more flexibility and teacher support.

Ford-Baxter, T. (2026). **Science Comics in STEM Higher Education Instruction: A Literature Review**. *Innovative Higher Education*, *51*(5), 2027-2045. https://doi.org/10.1007/s10755-025-09868-z
Many disciplines utilize comics as educational resources in college courses, but this trend is less apparent in science, technology, engineering, and mathematics (STEM) fields. Existing research on science comics often focuses on traditionally published comics; however, there is a growing number of examples of instructors and students self-publishing comics in the classroom. This paper reviews the theoretical educational benefits of comics as a medium, along with three unique approaches that STEM instructors can use to incorporate science comics into higher education courses. Practical approaches and assessment methods for implementing these three approaches are highlighted. While current research is limited, studies indicate that students enjoy using science comics as learning material and creating them for assignments. As researchers continue to investigate ways to improve science communication with the public, educators should consider how science comics can be utilized in college education to teach students the visual literacy and scholarly communication skills necessary for success in later careers.

Frenette, É., & Thibodeau, S. (2026). ***Élaboration d'instruments de mesure : la quête de validité !*** Consulté à l'adresse https://www.puq.ca/catalogue/livres/education-contextes-particuliers-5022.html
Élaborer un instrument de mesure - questionnaire, grille d'observation, examen - ne se réduit pas à l'application mécanique d'une suite d'étapes : c'est un processus exigeant, traversé de choix conceptuels, méthodologiques, contextuels et éthiques. Cet ouvrage place la validité au cœur même du processus d'élaboration, plutôt que de l'envisager comme une vérification a posteriori. S'appuyant sur la vision unifiée de la validité des Standards for Educational and Psychological Testing (AERA et al., 2014), il propose une démarche en quatre étapes interdépendantes, structurée en fonction des sources de preuves de validité et soutenue par un outil de

questionnement réflexif qui renforce la traçabilité des décisions. L'ouvrage se démarque par une approche incarnée, fondée sur le partage d'expériences réelles. Grâce à la contribution de collègues aux expertises variées, une vingtaine de chapitres et d'annexes illustrent des méthodes complémentaires (étude de portée, analyse de concept, design thinking, groupe nominal, analyses factorielles, théorie de la réponse aux items, analyses de médiation, etc.) et des contextes concrets : évaluation des apprentissages en classe, épreuves ministérielles au Québec et au Burkina Faso, évaluations internationales du PASEC, sélection des candidats en médecine, tests de langue, examens en formation à distance, sans oublier l'apport de l'intelligence artificielle. Destiné aux étudiants des cycles supérieurs, aux chercheurs et aux professionnels en milieu de recherche, il constitue un guide conceptuel et méthodologique rigoureux, accessible et résolument ancré dans la pratique, au service de scores utiles, responsables et scientifiquement fondés.

Frison, E., & Jadin, G. (2026). **Accompagner le coenseignement en trinôme lors d'un premier stage : regards de maitres de stage sur une expérimentation en Haute École**. *Revue hybride de l'éducation*, *10*(5), 1-22. https://doi.org/10.1522/rhe.v10i5.2078
Cet article présente le retour d'expérience de deux maitres de stage ayant accueilli, pour la première fois, un binôme de stagiaires en coenseignement dans leur classe de cinquième primaire. Inscrit dans une école où le coenseignement est déjà structuré, ce stage en trinôme a modifié leur manière d'accompagner, d'observer et d'évaluer. Les auteurs décrivent les ajustements nécessaires, les tensions entre formation des stagiaires et soutien aux élèves, ainsi que les apports du dispositif pour chacun. Cette expérience met en évidence les conditions favorisant la mise en place d'un coenseignement en stage.

Fu, J., & Lin, P. (2026). **Design and teach for all: examining faculty-lived experience with inclusive teaching practices**. *International Journal of Inclusive Education*, *30*(13), 4164-4182. https://doi.org/10.1080/13603116.2026.2621353
In higher education, faculty use inclusive course design and teaching practices to support learner success. These strategies are essential as the number of students with learning challenges and diverse racial, ethnic, and cultural backgrounds is rising. Thus, this study explores how faculty in U.S. higher education implement inclusive teaching strategies to support students with disabilities and culturally and linguistically diverse learners. Guided by Universal Design for Learning (UDL) and Culturally Relevant Pedagogy (CRP), it examines how faculty address learning barriers, and navigate instructional challenges through these dual lenses. Using a phenomenological approach, data were collected from ten faculty members at a South-Central research university in the U.S. through surveys, interviews, and teaching artifacts. The survey gathered faculty demographic information, while thematic analysis of interviews revealed seven themes: accessibility adjustment, dynamic strategies, flexibility, technology integration, cultural engagement, student diversity, and technological barriers. Findings highlight faculty commitment to inclusive pedagogy and underscore the importance of UDL and CRP in promoting accessibility and equity in higher education.

Gandhi, R. K., Clow, K., Parmley, E. J., Reniers, J., & Olea-Popelka, F. (2026). **Transdisciplinary Pedagogical Strategies for Complex Problems: A Scoping Review**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.19609
Wicked or complex problems pose significant negative consequences on human, animal, and environmental health. Some wicked problems such as climate change are considered "super

wicked" as their impacts worsen over time, making them even more challenging and urgent to address. The One Health approach has been widely recognized as a promising method for addressing complex problems by promoting the collaboration between different disciplines and stakeholders. There is a need to train health professionals to appropriately apply the One Health approach to better address and help mitigate the effects of complex problems. The aim of this scoping review was to identify pedagogical strategies that promote integration of multiple disciplines and perspectives to address complex problems in classrooms across Canada and the United States of America. Five databases were searched for relevant literature, with primary research articles published in 2016 or later being eligible for review. The search yielded 6,552 articles, with 22 articles ultimately being eligible for inclusion. Case-based learning (21/22 articles; 95.5%), followed by collaborative learning (19/22; 86.4%) and community-based learning (9/22; 40.9%), were found to be the most common pedagogical approaches used to address complex problems. Almost all articles combined more than one pedagogical approach (21/22; 95.5%). Case-based and collaborative learning were commonly paired together (18/22; 81.8%). Transdisciplinarity was primarily applied in two ways: diverse teaching teams and student backgrounds (8/22; 36.4%), and engagement of community members or field experts (14/22; 63.6%). A variety of large-scale and small-scale assessment strategies were implemented by instructors to align with corresponding pedagogical approaches. The findings from this review provide an overview of different pedagogical and assessment strategies to facilitate learning and understanding of complex problems within the classroom.

Gaudreau, N. (2026). ***Les comportements difficiles en classe: l'essentiel pour intervenir***. Consulté à l'adresse https://puq.ca/catalogue/livres/comportements-difficiles-classe-5426.html
Comment intervenir efficacement lorsqu'un comportement difficile perturbe la classe? Ce guide aide à mieux comprendre les facteurs en jeu et à prévenir les écarts de conduite avant qu'ils ne s'aggravent. Découvrez des stratégies concrètes pour favoriser l'engagement des élèves et instaurer un climat d'apprentissage serein.

Gouze, L. E., & Aazmi, K. (2026). **Analyse des représentations du coenseignement développemental dans les dispositifs numériques de formation initiale des enseignants en France, en Belgique et au Québec : regards comparatifs**. *Revue hybride de l'éducation*, *10*(5), 1-34. https://doi.org/10.1522/rhe.v10i5.2074
L'enseignement partagé circule désormais dans des ressources numériques publiques mobilisables en formation initiale. Ces ressources ne décrivent pas les pratiques effectives; elles proposent des termes, des configurations et des règles d'action qui rendent le travail collaboratif pensable pour les futurs enseignants. L'étude compare, par analyse de contenu, six ressources issues de la France, de la Belgique francophone et du Québec. Elle examine la manière dont le coenseignement développemental, la co-intervention et le cosenseignement y sont définis, organisés et régulés. Les résultats dégagent trois régimes de cadrage et un noyau commun centré sur la coplanification, la clarification des rôles et la régulation. La contribution porte ainsi sur les représentations documentaires, et non sur une mesure des usages ou des effets.

Graulich, J.-S., & Rouiller, L. (2026). **Analyse réflexive professionnalisante: Peut-on apprendre à enseigner par l'observation sans s'aligner ?** *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2662
Cet article présente l'Analyse réflexive professionnalisante (ARP), un dispositif méthodologique structurant les échanges entre enseignant-es à l'issue d'observation de leçon. Fondée sur trois

principes — ancrage dans l'activité des élèves, suspension du jugement et explicitation des dilemmes —, l'ARP se déploie en quatre étapes. Elle vise à développer la réflexivité et l'autorégulation sans prescrire de bonnes pratiques. Les résultats de sa mise en œuvre en formation initiale et continue sont présentés.

Greer, J., & Lester, A. (2026). **Mentoring Novice Undergraduate Researchers: Faculty Perceptions and Salient Practices**. *Innovative Higher Education*, *51*(5), 1751-1772. https://doi.org/10.1007/s10755-025-09789-x
This study contributes to research on the salient mentoring practices of faculty who work with undergraduate researchers. More particularly, this paper addresses the strategies faculty mentors use when working with the most novice undergraduate researchers, i.e., students in their first- or second-year of baccalaureate studies and transfer students with no prior research experience. In-depth interviews were conducted with 11 faculty mentors in biological sciences, health studies, humanities, physical sciences, and social sciences. A content analysis of the transcribed interviews revealed 4 practices used by faculty who mentor novice researchers: (1) they recognized the unique rewards of working with beginning researchers; (2) they maintained a highly flexible stance in adapting to students' abilities and goals; (3) they embraced and reframed moments of failure as essential elements of the learning and research process; and (4) they continually reflected on their practices as mentors. These findings can inform discussions about best practices in mentoring undergraduate researchers and the development of programs that engage beginning students in undergraduate research.

Guglietti, M. V. (2026). **Disrupting Students' Views of Research One Chindōgu at a Time: The Potential of Arts-based Research Experiences in Undergraduate Research Education**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22144
Misconceptions about research and lack of engagement are well-documented barriers in undergraduate research methods classes. Active learning and experiential strategies have helped address these challenges. Arts-based research, which integrates creative practices at different stages of the research process, represents a promising pedagogical approach. This paper provides empirical evidence of its potential in undergraduate research education. In Fall 2022, a group of Communication Studies majors collaborated with engineering peers to design chindōgu, Japanese "useless artifacts" that reject commodification and functionality. This arts-making experience provided Communication Studies students with data for an arts-based research experience. A thematic analysis of eight critical reflection journals from Communication Studies majors in a capstone seminar in Communication and Media Studies revealed that students perceive arts-based research as new and challenging, often leading to personalized and subjective research outcomes. This study argues that the perceived novelty, challenge, and subjectivity of arts-based research do not just facilitate transformative learning and the development of students' research voices; they also provide the conditions to experience and critically reflect on the limitations of disciplinary knowledge production.

Hall, J. L., Long, M. J., Seals, S. R., & Benz, P. P. (2026). **Student Perspectives on Care-centered, Peer-led STEM Learning within a Redesigned Educational Infrastructure at a Primarily Undergraduate Institution**. *Innovative Higher Education*, *51*(5), 2615-2641. https://doi.org/10.1007/s10755-026-09927-z

Research has highlighted the « chilly » environment in science, technology, engineering, and mathematics (STEM), attributed to an unsupportive culture that fails to foster students' sense of belonging. High enrollment and traditional lecture-style instruction often lead to passive, isolated learning, causing many students to leave STEM majors. These challenges emphasize the need for instructional approaches that promote a sense of belonging. This study examined a care-centered, peer-led STEM learning model grounded in social constructivist theory as part of a redesigned educational infrastructure at a primarily undergraduate institution (PUI). Guided by the question, "What lessons can be learned from students' perspectives on a care-centered, peer-led intervention in introductory STEM courses at a PUI?", a mixed-method research design was used to analyze 836 undergraduates' perspectives over three semesters. Surveys conducted in Spring 2022, Fall 2022, and Spring 2023 provided both quantitative and qualitative insights into students' experiences with Undergraduate Peer Leaders (USPLs). More than 80% of respondents reported satisfaction with the redesigned component, and over 90% agreed that USPLs showed skillful care through accessible explanations, pedagogical support, and respectful, attentive interactions. Thematic analysis of open-ended survey responses revealed two key themes: 1) undergraduate STEM peer leaders (USPLs) clarified STEM concepts, and 2) USPLs demonstrated consistent attentiveness and support. These findings underscore the importance of integrating care-centered peer leadership into introductory STEM educational structures to foster belonging, engagement, and persistence. Recommendations are provided for administrators, faculty, and staff aiming to transform "chilly" climates in STEM departments through sustainable, care-focused redesign efforts.

Han, F., Yan, T., & Deng, M. (2026). **Effectiveness of AI-generated visual scaffolds for reading comprehension in Chinese inclusive classrooms**. *International Journal of Inclusive Education*, *30*(13), 4297-4317. https://doi.org/10.1080/13603116.2026.2630218
Reading comprehension remains a significant challenge for students with reading difficulties in Chinese inclusive classrooms. This study examined the effectiveness of ReadVision, an AI-generated visual scaffolding designed to support text processing through semantically aligned images. A quasi-experimental study with repeated measures was conducted with 146 third-grade students with reading difficulties across 21 inclusive classrooms. Results showed that students receiving the intervention demonstrated significantly greater improvements in overall reading comprehension than their peers, with particularly strong gains in inferential comprehension. Although gains attenuated slightly after the intervention, a meaningful advantage was maintained at delayed post-test. These findings provide classroom-based evidence that AI-generated visual scaffolding, when designed as instructional supports, can enhance reading comprehension among students with reading difficulties and underscore the potential of AI-supported visual interventions for inclusive and equitable literacy instruction.

Hopper, C., Ranlett, S., Kumpan, L. T., & Fukuzawa, S. (2026). **Fostering Student Collaboration in an Online Asynchronous Problem-based Learning Webtool**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.17334
The scholarly landscape is shifting towards online knowledge production and consumption. Understanding the effect this digital shift has on teaching in practical and collaboration-based contexts is timely since many online applications and webtools are being developed to promote student engagement in asynchronous online courses across a variety of disciplines. The Virtual Mystery (VM) webtool was created for large in-person courses to provide online asynchronous student collaboration in the form of hybridized problem-based learning case studies to small

groups of students. This study examines the impact of course delivery (online vs blended) on these group collaborations and quality of work for the VM webtool. This paper analyzes anonymous student survey data from six iterations of a large first-year archaeology and biological anthropology course with two different modalities (online vs blended). Quantitative data was collected from students through course surveys using a Likert scale. Qualitative data was collected from student survey reflections and analyzed in relation to the Community of Inquiry (CoI) framework. While the VM exercises create a learning environment that inherently incentivizes critical thinking creating a strong Cognitive Presence for students in the CoI framework, results indicate key weaknesses to Social and Teaching Presence in online learning environments. In particular, this is related to the loss of group communication and the desire for more interaction with teaching assistants and instructors. This study reveals that in online courses, additional course-mediated mechanisms may be needed to facilitate and maintain collaboration/communication between student group members in informal social interactions in online hybridized problem-based learning projects.

Hu, R., & Chen, Y. (2026). **Cross-national benchmarking of inquiry-based learning in secondary geography curricula: a multidimensional analysis across Mainland China, the United States, Singapore and British Columbia**. *Journal of Curriculum Studies*, *58*(5), 825-848. https://doi.org/10.1080/00220272.2026.2634701
In an era of complex global challenges, fostering critical, adaptive, and inquiry-driven learners necessitates robust geography education and inquiry-based learning (IBL). While globally endorsed, IBL's textual codification across national contexts remains under-explored. The study combines discourse analysis with curriculum mapping, providing a multilayered lens to examine how IBL is conceptually framed, linguistically constructed, and operationally supported in geography curriculum documents. A mixed-methods comparative analysis examined high school geography curriculum standards in Mainland China, the United States, Singapore, and British Columbia. The methodology combined computational linguistics (semantic and syntactic analysis) with a multi-dimensional scoring framework evaluating core IBL features. Analysis revealed substantial cross-jurisdictional variation. Distinct linguistic patterns in voice and syntactic complexity signal divergent framings of student versus systemic agency. Multi-dimensional scoring demonstrated that the United States and British Columbia exhibit comprehensive IBL integration, Singapore presents a structured hybrid model, and Mainland China demonstrates a more limited, teacher-guided articulation. These variations are not merely stylistic but are deeply shaped by intersecting assessment regimes, pedagogical traditions, and governance structures. Highlighting the tension between inquiry ideals and high-stakes testing, this study provides critical insights for aligning policy with pedagogical practice to foster robust IBL globally.

Huan, N. D., & Van, N. T. B. (2026). **Measures to Enhance the Role of Digital Competence in Lower Secondary School English Language Teaching**. *European Journal of Arts, Humanities and Social Sciences*, *3*(5), 331-340. https://doi.org/10.59324/ejahss.2026.3(5).26
Against the backdrop of digital transformation in education, digital competence plays an important role in improving the quality of English language teaching at lower secondary schools. This paper draws on document analysis and synthesis, theoretical systematisation, and a survey of 27 school administrators and 45 English language teachers to propose measures for enhancing digital competence in teaching and to assess their feasibility. Five measures are proposed: developing teachers' digital competence; strengthening their ability to design and use digital learning resources; innovating teaching methods and formats; expanding the use of technology

for assessment and feedback; and promoting professional collaboration while ensuring the necessary implementation conditions. All five measures were rated as feasible, providing an initial basis for developing digital competence in alignment with subject-specific requirements and schools' practical circumstances.

Jacq, M., Rodríguez-González, P. M., & Paolinelli Reis, B. (2026). **Teach to Restore, Restore to Teach: exchanging innovative pedagogical practices in Ecological Restoration**. *SERE 2026 : Plan for tomorrow, restore now*. Consulté à l'adresse https://hal.science/hal-05738693

Jamil, B., Shaoan, M. M. R., Zeyuan, Y., Irfan, S., Arif, M., & Okafor, M. U. (2026). **Impact of teachers' leadership styles and motivation on the students' academic achievement in public schools of Karachi, Pakistan**. *International Journal of Inclusive Education*, *30*(13), 4225-4247. https://doi.org/10.1080/13603116.2026.2625936
The impact of teacher leadership styles on students' academic achievement in public schools in Karachi, Pakistan, where rapid growth in privatised education and the declining credibility of public schools have created significant educational divides, leading to low staff motivation and a strict curriculum to meet academic demands. Transformational Leadership and Organisational Culture theory explores the direct effects of teacher leadership style, motivation and school culture on student academic achievement. A structured questionnaire was used to collect data from 385 public school teachers and Structural Equation Modelling was used to analyse the data with SmartPLS. The results indicate that teacher leadership style has a strong positive impact on student motivation ($\beta = 0.366$, $p < 0.001$) and academic achievement ($\beta = 0.389$, $p < 0.001$). Teacher motivation directly affects student outcomes, but does not moderate the impact of leadership style. School culture showed no moderating effect and exhibited a weak or negative association with academic achievement. The findings suggest that teacher leadership, especially that of engaged teachers, is a crucial factor in improving educational equity. These results imply that investing in leadership and motivation training for teachers can be a cost-effective strategy to improve student success in underperforming public schools.

Jnawali, H., & Karki, K. K. (2026). **Decolonization of Academic Practices in Canadian Universities: Non-Indigenous Students as Allies**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.16432
Non-Indigenous graduate students can play an important role in decolonizing academic practices, thereby supporting post-secondary institutions' efforts to Indigenize learning in Canada. Preparing non-Indigenous students to unlearn colonizing practices and obtaining their proactive contribution, therefore, remains an urgent task. Against this background, the following interrelated questions have been examined: how do non-Indigenous graduate students understand the meaning and purpose of Indigenization of learning? How do current academic strategies prepare non-Indigenous students to participate in decolonizing practices? An online survey with 10 questions was administered among non-Indigenous graduate students at a research-intensive university in Southwestern Ontario. A total of 42 students participated in the survey. The data were thematically analyzed in three major areas, including a) content, b) teaching method, and c) participation in community-based practices. The findings demonstrated some significant improvements in the non-Indigenous students' knowledge of Indigenous communities, traditions, and histories. However, improvements in the areas of teaching and community relations were minimal. The non-Indigenous students lacked practical

exposure to Indigenous knowledge-sharing methods, nor were they seen participating in community-based activities.

Kavua, M. M., & Šiška, J. (2026). **Challenges and opportunities in using digital literacy to facilitate learning for students with disabilities**. *International Journal of Inclusive Education*, *30*(13), 4610-4626. https://doi.org/10.1080/13603116.2026.2642966
The digital revolution has reshaped the landscape of education, offering new opportunities for learning. However, these benefits are not equally accessible to all educators, particularly those working with students with disabilities. Using the convergent parallel research design within the mixed study methods approach, this study examined the challenges and opportunities encountered by special needs educators in Kenya and the Czech Republic regarding digital literacy. It sought to enrich our understanding of the context-specific factors that shape the integration of digital skills into the pedagogical practises of educators in diverse settings. Data were collected from 456 educators of learners with disabilities (n = 127 from the Czech Republic and n = 329 from Kenya) using a self-administered questionnaire. The findings underscore the contextual difference shaping digital integration, with material resource and administrative limitations posing challenges in Kenya, while administrative support and resource use complexities were faced in the Czech Republic. Despite these challenges, special needs educators in both countries employed resourceful strategies for mitigation. This study emphasises the significance of tailored training, resource mobilisation and peer learning networks as recommendations to enhance digital integration. These insights could contribute to the discourse on promoting digital integration in education for students with disabilities on a global scale.

Kelman, C. R., Ukoumunne, O. C., Moore, D., Coon, J. T., Cordwell, K., & Russell, A. (2026). **Reliability, Validity, and Acceptability of the Scope Classroom Observation Code (SCOC) to Identify Attention Deficit Hyperactivity Disorder (ADHD)-Related Behaviours in UK Primary Schools**. *Psychology in the Schools*, *63*(11), 1596-1613. https://doi.org/10.1002/pits.70188
ADHD is a prevalent disorder that impacts academic and social functioning in childhood. Teachers often struggle to identify ADHD. This study evaluated the Scope Classroom Observation Checklist's (SCOC) reliability, validity, and acceptability as a potential screening measure for school staff to identify ADHD characteristics. Parents and teachers completed the Attention-Deficit/Hyperactivity Disorder Rating Scale-5 (ADHD-RS-5). Those who scored ≥ 75th percentile by both raters were considered 'high symptom' and were assessed with the reference standard: Section J of the Development and Wellbeing Assessment (DAWBA). Based on the measures, children were split into 3 groups: high-probability ADHD, intermediate-probability ADHD and no-ADHD. 420 children were observed with the SCOC, yielding on/off-task and hyperactive/impulsive scores. Inter-rater reliability (IRR) on the SCOC was quantified using the intra-class correlation coefficient (ICC). The area under the curve (AUC) was used to quantify the ability of the SCOC to discriminate children with high-probability ADHD from those without; intermediate- from high-probability ADHD and high symptom ADHD from no ADHD. SCOC acceptability to trained school staff was assessed using the Usage Rating Profile-Assessment (URP-A). SCOC accuracy was limited. AUCs for distinguishing high-probability ADHD versus no-ADHD were 0.59 (on/off-task) and 0.72 (hyperactive/impulsive). For high symptom versus no-ADHD, AUCs were 0.64 (on/off-task) and 0.65 (hyperactive/impulsive). For intermediate- versus high-probability ADHD, AUCs were 0.40 (on/off-task) and 0.67 (hyperactive/impulsive). Eight staff rated the SCOC acceptable (mean usability = 4.56/6, SD = 0.4). While the SCOC showed good agreement between school staff and researchers, it lacked validity in identifying ADHD.

Killam, L., Shapiro, S., & Corcoran, J. (2026). **Critical Reflection on Educator Experiences of Negotiated Grading**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.17678
The paper "Critical Reflection on Educator Experiences of Negotiated Grading" reports on an alternative grading system in higher education. Instead of the traditional method where the teacher solely decides grades, this "negotiated grading" system involves students in the grading process. Educators from nursing and business disciplines shared their experiences with this approach.

Komlos, B., Moradi-Clare, Z., Code, W., Birol, G., Briseño-Garzón, A., Varao-Sousa, T., & Han, A. (2026). **A Study on Faculty Beliefs and Teaching Practices for Student Wellbeing**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22345
This study, conducted at a North American research-intensive university with two campuses, examined the relationship between faculty beliefs and teaching practices concerning student wellbeing. Drawing on results from a 2023 institutional survey (17.9% response rate), the research questions explored whether faculty believe their teaching practices influence student wellbeing, whether they employ wellbeing-focused practices, and if their beliefs align with their actions. Findings revealed that respondents overwhelmingly believed (92%) that their teaching practices impact student wellbeing. In terms of practices, a majority of faculty reported discussing wellbeing topics (55%) and sharing wellbeing resources (52%) within their class. At the same time, some differences were found in the adoption of wellbeing strategies based on years of teaching experience and course level. In terms of alignment, a statistically significant association was found between faculty beliefs about their impact on student wellbeing and whether they employ wellbeing practices in class. This strong connection between beliefs and practices offers opportunities for addressing student wellbeing at individual, support unit, and institutional levels.

Labedays, L. (2026a). **Le coenseignement en tandem comme outil de formation**. *Revue hybride de l'éducation*, *10*(5), 1-18. https://doi.org/10.1522/rhe.v10i5.2075
Les membres du groupe Léa-IFE IMPACT (Innovation des Méthodes et Pratiques pour l'Aménagement des situations de Classe pour le Tutorat) expérimentent pour développer les pratiques des enseignant·e·s débutant·e·s. Parmi les options d'expérimentation possibles, l'enseignant·e novice et le tuteur ou la tutrice peuvent mener une séance de coenseignement en tandem. L'article porte sur une situation dont l'objectif de formation principal est que les acteurs concernés apprennent à favoriser les échanges entre les élèves en s'appuyant sur leurs productions. L'enseignant·e novice sera guidé par la personne tutrice dans la réalisation de son accompagnement des élèves de primaire lors des différentes phases d'une séance de résolution de problèmes mathématiques.

Labedays, L. (2026b). **L'espace partagé en coenseignement, source d'évolution des pratiques**. *Revue hybride de l'éducation*, *10*(5), 1-17. https://doi.org/10.1522/rhe.v10i5.2080
Lors des temps de coenseignement, les enseignant·e·s partagent l'espace de travail et ce partage en action peut faciliter l'évolution des pratiques de l'enseignant·e novice. L'espace mobilisé relève de plusieurs dimensions : l'espace frontal, l'espace dans la classe et l'espace proche ou personnel. Le partage de ces différents espaces et la mise en retrait possible de

l'enseignant·e expérimenté·e dans l'un d'entre eux facilitent la prise en main de la classe par l'enseignant·e novice ainsi que son autonomisation.

Lacourse, F. (2026). ***Routines professionnelles libératrices : en intervention éducative, enseignement-apprentissage et gestion de classe***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/routines-professionnelles-liberatrices/86861?srsltid=AYCX9vIrCqPyNZ1p2QvwVpoSsQLHJwY99wHQ0wrV3WBIM8fuvL4Bt6-2
Les routines professionnelles libératrices (RPL) en gestion de classe interpellent. La routine n est-elle pas d un ennui mortel ? Détrompez-vous, les RPL contribuent à réduire la complexité de l enseignement, visent l éthique professionnelle et l équité sociale. Elles offrent adaptation, économie de temps et espace cognitif libéré.Dans l action, elles sont des algorithmes enrichis de variantes créées à l aide d heuristiques pour le bien-être du formateur et des élèves. Difficiles à énoncer, nous les définissons pour mieux nous es approprier.Comme dans d autres professions, elles unifient la pratique et libèrent le geste. L illustration du processus de construction cognitive permettra aux formateurs de tout niveau d y recourir et d en parler de manière décomplexée

Lapointe, A. (2026). ***Donner la parole à l'apprenant : représentations d'élèves québécois de 6e année du primaire à l'égard du concept de grammaire*** (Masters, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/3547/
RÉSUMÉ : Dans le contexte scolaire, prendre en considération les représentations des apprenants s'avère particulièrement important (Abdel Fattah, 2007; Boisvert, 2018; Fisher, 2004). Au terme de leur parcours scolaire, il peut être pertinent de s'intéresser à leurs représentations, particulièrement envers la grammaire, puisque celle-ci n'est pas toujours appréciée, notamment des élèves (Avezard-Roger et Corteel, 2020). Plusieurs écrits scientifiques ont étudié les représentations d'élèves en misant sur les notions grammaticales. Toutefois, il ne semble pas y avoir d'étude sur les représentations d'élèves québécois de 6e année du primaire à l'égard du concept de grammaire lui-même. Souhaitant répondre à la question Quelles sont les représentations d'élèves québécois à l'égard du concept de grammaire à la fin du primaire? la présente étude qualitative a pour objectif de définir les représentations d'élèves québécois de 6e année du primaire à l'égard du concept de grammaire. Un questionnaire a été administré à 13 élèves participants d'une classe de 6e année du primaire pour répondre au premier sous-objectif de la recherche qui visait à documenter la façon dont ces élèves définissent ce qu'est la grammaire. Un entretien de groupe a également été réalisé avec huit de ces participants permettant d'approfondir les représentations relatives au concept de grammaire auprès d'un sous-échantillon d'élèves, soit le deuxième sous-objectif de la recherche. Soumis à l'analyse de contenu, les principaux résultats révélaient que les élèves avaient des représentations variées et développées à l'égard du concept de grammaire. Pour eux, la grammaire relevait notamment du domaine du français et des compétences telles que l'écriture, la lecture et la communication orale. En outre, pour définir le concept de grammaire, des représentations davantage rattachées aux connaissances grammaticales étaient présentes telles que la considération pour les phrases, les mots et les verbes. Quant aux tâches faisant penser à la grammaire, les élèves ont évoqué, entre autres, les devoirs, les cahiers et la correction. Cette étude apporte une contribution scientifique et pédagogique en fournissant des données sur les représentations des élèves à l'égard de la grammaire à la fin du primaire permettant ainsi aux enseignants d'adapter leur enseignement et leurs interventions (Giguère et al., 2002). -- Mot(s) clé(s) en français : représentations, grammaire, français, étude qualitative, primaire, 6e année. -- ABSTRACT : In the school context, taking into consideration learners' representations is particularly important (Abdel

Fattah, 2007; Boisvert, 2018; Fisher, 2004). At the end of their school career, it may be relevant to focus on their representations, particularly towards grammar, considering that it is not liked, particularly among students (Avezard-Roger and Corteel, 2020). Several scientific writings have studied students' representations by focusing on grammatical notions. However, there does not appear to be any study on the representations of Quebec students in grade 6 with regards to the concept of grammar itself. Aiming to answer the question What are the representations of Quebec students regarding the concept of grammar at the end of primary school?, the present qualitative study aims to define the representations of Quebec students in grade 6 regarding the concept of grammar. A questionnaire was administered to 13 participating students from a grade 6 class to answer the first sub-objective of the research which aimed to document how these students define what grammar is. A group interview was also conducted with a subsample of eight of these participants to deepen the representations relating to the concept of grammar among a subsample of students, either the second sub-objective of the research. Subjected to content analysis, the main results reveal that students have varied and developed representations regarding the concept of grammar. For them, grammar relates particularly to the French language and skills such as writing, reading and oral communication. Grammatical knowledge associated with writing, including sentences, verbs and words, seems to occupy a particularly important place for these students when it comes to defining the concept of grammar. As for tasks that bring to mind grammar, students notably mentioned homework, notebooks and correction. This study makes a scientific and pedagogical contribution by providing data on students' representations of grammar at the end of primary school, thus allowing teachers to adapt their teaching and interventions (Giguère et al., 2002). -- Mot(s) clé(s) en anglais : representations, grammar, French, qualitative research, primary, 6th grade.

Lin, R., Yu, L., Wu, X., & Ren, J. (2026). **From autism knowledge to resilience: understanding the role of self-efficacy and neurodiversity attitudes of inclusive teachers in China**. *International Journal of Inclusive Education*, *30*(13), 4593-4609. https://doi.org/10.1080/13603116.2026.2645187
As inclusive education expands across China, general education teachers face increasing demands in supporting students with autism spectrum sisorder (ASD) in mainstream classrooms. This study investigates the psychological mechanisms that promote teacher resilience and reduce burnout within inclusive school contexts. A moderated mediation model was tested using survey data from 272 inclusive teachers (87% female; average autism teaching experience of approximately 3 years). The analysis examined how ASD knowledge, inclusive education self-efficacy, and neurodiversity attitudes contribute to burnout outcomes. We show that greater ASD knowledge was associated with reduced teacher burnout, and this relationship was mediated by enhanced self-efficacy in inclusive teaching. Furthermore, neurodiversity-affirming attitudes significantly moderated the association between ASD knowledge and self-efficacy, such that the positive impact of knowledge was stronger among teachers with more positive attitudes toward neurodiversity. These findings highlight the value of strengths-based approaches to teacher development. They offer actionable insights for designing professional learning environments that empower educators, foster resilience, and support sustainable inclusive education practices.

Liu, L., & Yang, C. (2026). **Access to the general education curriculum for students with disabilities: teachers' perceptions and experiences in a Chinese primary school**. *International Journal of Inclusive Education*, *30*(13), 4183-4206. https://doi.org/10.1080/13603116.2026.2621355

In recent decades, the enactment of relevant laws, regulations, and policy documents has promoted the integration of students with disabilities into general education classrooms in China. Teachers play a central role in implementing inclusive education. This qualitative case study explored the perspectives of general education teachers regarding access for students with disabilities to the general education curriculum. Data were drawn from interviews, classroom observations, and educational materials. Twenty-two teachers from a primary school in Nanjing city participated in this study. The results revealed that teachers had diverse understandings of the curriculum nature for students with disabilities. Many teachers actively adapted or modified their curriculum objectives, content, instructional strategies, and assessment methods to better meet students' needs. However, the challenges they encountered were multifaceted, arising from individual factors and school- and systemic-level constraints. In conclusion, ongoing professional development and support for teachers, particularly in areas such as time allocation, class size management, financial incentives, and collaborative practices, are necessary when integrating students with disabilities into general education classrooms.

Lynch, R., Hennessy, J., & McGarr, O. (2026). **The use of ideal types in educational policy analysis: a step-by-step guide**. *Journal of Curriculum Studies*, *58*(5), 758-775. https://doi.org/10.1080/00220272.2025.2592915
While various studies have incorporated the use of ideal types as part of educational policy analysis in the past, there exists a lack of distinct guidance and support on how to appropriately implement this approach. This article attempts to address this gap by presenting a worked example and providing a systematic step-by-step guide on the use of ideal types in educational policy analysis. For illustrative purposes, the worked example of a newly developed subject syllabus, due to be first implemented within Irish second-level schools in September 2025, was analysed using three identified ideal types. The article details six phases of using ideal types to support educational policy analysis and employing the worked example provides guidance on how to complete each of these phases. During each phase of the analysis, the article provides clear examples guiding the practical steps that can be taken by researchers. While the data employed in the article relates to environmental sustainability and a newly developed subject syllabus, the worked example offers guidance on the utilization of ideal types that is easily transferable to other areas of educational policy analysis.

Ma, B., Deutscher, V., & Winther, E. (2026). **Motivational Pathways to Vocational Commitment: A Longitudinal Study of Self-Determined Regulation and Instructional Influences**. *International Journal of Training and Development*, *30*(4), 376-392. https://doi.org/10.1111/ijtd.70030
Research on how vocational education and training (VET) foster vocational commitment has often overlooked the temporal effect of pedagogic factors. This study investigates the motivational pathways to vocational commitment as a crucial educational outcome by differentiating between commitment to the occupation and commitment to the training company (organization). Drawing on self-determination theory, we examine how both time-invariant and time-varying motivational and pedagogical contextual factors influence commitment trajectories over time. A total of 458 commercial trainees in commercial VET programmes (Kaufmännische Ausbildungsberufe) within the German dual system were followed across three data collection waves at the beginning, middle and end of training. Participants were randomly selected from 10 vocational schools located in North Rhine-Westphalia and Baden-Württemberg. The sample was 36% male and 64% female, with an average age of 19.66 years. Using latent growth modelling, we analyzed how initial motivation (from external to

integrated regulation) and dynamic pedagogical factors predict occupational and organizational commitment. Findings reveal both scope and the temporal dynamics in commitment: Integrated regulation fosters strong initial commitment both to company and occupation, but may lead to a decline over time, while introjected regulation leads to lower initial commitment but growth during training. Contextual predictors such as autonomy support and involvement in expert culture are domain-specific, influencing only company commitment but not occupational commitment. Functional involvement and competence recognition are domain-linked, influencing both company commitment and occupational commitment. Notably, the negative effects of early-stage pressure reversed over time, suggesting a developmental shift in how trainees appraise stress. Vocational commitment develops dynamically and is shaped by both stable motivational orientations and time-varying instructional factors, with effects differing across training stages and between company and occupation. These findings highlight the need for phase-specific and domain-sensitive pedagogical interventions in vocational training.

Malo, A., & Monfette, O. (2026). **Miser sur la formation des superviseur·es pour rehausser l'articulation des expériences pratiques et des savoirs théoriques**. *Revue hybride de l'éducation*, *10*(4), 1-35. https://doi.org/10.1522/rhe.v10i4.2116
Soutenir les étudiant·es dans l'articulation des liens entre leurs expériences pratiques et des savoirs théoriques est un défi de tous les instants. Les superviseur·es de stage jouent un rôle particulier dans ce soutien. Le but de cet article est de présenter une formation offerte aux superviseur·es en lien avec des outils favorisant l'articulation des expériences pratiques pendant un stage et des contenus de cours conçus spécialement à leur intention. Un retour sur les retombées de la formation en matière d'usage de ces outils en contexte de supervision en stage ainsi que sur les défis rencontrés complète l'article.

Marcoux, G., Volpé, Y., & Vuillet, Y. (2026). **La photographie adressée : Un dispositif de formation expérientielle en début de formation initiale**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2674
Cette communication présente un dispositif de « photographie adressée » employé en formation initiale des enseignants à Genève. Il vise à soutenir une réflexion articulant théorie et pratique dès les premiers stages. Les étudiants choisissent une image représentant une situation problématique, puis l'analysent collectivement avec pairs et formateurs. Inspiré de la théorie de l'enquête de Dewey, le dispositif favorise le passage du vécu à la conceptualisation et le développement d'une réflexivité professionnelle.

Maunier, L., Tellier, M., & Pouzergues, P. (2026). ***Habiter la classe autrement : le potentiel formateur de la classe flexible en master FLE***. Consulté à l'adresse https://hal.science/hal-05848648
This article examines the role of classroom space in the initial training of teachers of French as a foreign language (FFL). Drawing on the principle of pedagogical isomorphism, it analyses the experience of students in the FFL master's program at Aix-Marseille University who are trained in the PEPIM room, a modular space close to the flexible classroom model. A questionnaire completed by 33 first- and second-year master's students was subjected to thematic analysis. The results show a strong affective appropriation of the room, perceived as a reassuring and unifying place, as well as a widely expressed need for physical movement. The students mainly plan to transfer group work and reconfiguration of space. However, addressing the diversity of learners' needs and learner mobility rarely appear in their projections. Lived experience is

therefore not enough: it must be explicitly analysed during training in order to become transferable.

McCollum, B., & Kim, A. S. N. (2026). **SoTL as Enduring Scholarship Across Periods of Transition and Through Relational Structures: An Introduction to Issue 17.1**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.25216

McGowan, K., Schaefer, N., Tri, T., & Foggin, A. (2026). **Horses as the Classroom: Empathetic Leadership Development via a Pedagogical Experiment and Social Enterprise Partnership**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.19548
Can we be changemakers without empathy? If we seek to build tomorrow's leaders, do we need to rethink leadership education to support the growth of the next generations' changemakers? This exploratory research partnership explored students' empathetic leadership capabilities through an out-of-classroom learning experience with a social enterprise providing equine-assisted coaching (n=17). Students subsequently participated in a post-event survey to assess their capabilities and their interpretation of the experience's impact (n=8). Results, while preliminary, suggest that students gained awareness of their capabilities through self-reflection and saw the need for strengthening, even if they did not report uniform growth in those capabilities. This strongly suggests current approaches to building empathetic leadership skills in post-secondary education require reconsideration. Additionally, this research partnership highlights significant ongoing barriers to meaningful community engagement, including academic culture, timelines, and success metrics.

McMahon-Morin, P., Pigeon, M.-C., Gingras, M.-P., Deleuze, A., Allard, E., & Khalil, M. (2026). **Une murale d'éveil à l'écrit en maternelle : une illustration de la transposition didactique de connaissances scientifiques en pratiques professionnelles**. *Revue hybride de l'éducation*, *10*(4), 1-48. https://doi.org/10.1522/rhe.v10i4.2104
Cet article professionnel présente un projet de murale d'éveil à l'écrit en maternelle, en illustrant comment celui-ci a transposé en pratiques professionnelles concrètes des connaissances issues de la littérature scientifique. La collaboration interprofessionnelle entre différents membres de l'équipe-école fut la clé du succès de ce projet, tant pour son développement que pour son déploiement. Ainsi, cette murale a transformé un corridor de l'école en environnement d'apprentissage riche en écrits, servant de levier pour des interactions réciproques autour du langage oral et écrit. Ce faisant, ce projet a généré un sentiment d'appartenance à une communauté de lecteurs-scripteurs.

Médioni, M.-A. (2026a). ***Apprendre et faire : les paradoxes de l'éducation***. Consulté à l'adresse https://www.chroniquesociale.com/cooperation/1502-apprendre-et-faire.html
Peut-on parler d'un temps où le métier d'enseignant a pu être considéré comme facile, épanouissant, valorisant ? Depuis bien longtemps, il est plutôt considéré comme un métier difficile, qui ne ferait plus rêver, dans un contexte décourageant à dessein, démobilisateur à souhait. Le métier, dès lors, s'en trouve souvent empêché. Pour autant, des enseignants témoignent de leur intérêt pour ce métier et de leur engagement quotidien, animés par un « optimisme pédagogique », convaincus de la nécessité d'une bataille culturelle à mener pour l'égalité et l'émancipation. Le métier d'enseignant et de formateur est un métier de paradoxes dans lequel on se trouve en permanence obligé de penser les aspects contradictoires d'une

même réalité. Ce premier volume qui ouvre la série des Paradoxes de l'éducation est plus particulièrement centré sur l'apprenant à travers l'apprendre et le faire : comment apprend-on ? l'importance de l'erreur, les situations qui permettent ou pas d'apprendre… ; la mise en activité, l'intérêt et les limites, voire les dangers, du faire. Les trois ouvrages qui constituent un ensemble sur les paradoxes de l'éducation — Enseigner et Former, le deuxième, où les paradoxes du métier seront regardés depuis la perspective de l'enseignant et du formateur ; Évaluer, le troisième, qui sera consacré à la question vive, épineuse et polémique de l'évaluation — veulent s'inscrire dans cette bataille, sans angélisme, mais pour redonner valeur et saveur à un métier qui vaut la peine d'être choisi et assumé… à condition de bénéficier de l'outillage tant théorique que pratique qui permette d'y trouver du sens et du plaisir. Comme une entreprise de désintoxication : comprendre où sont les carcans, les empêchements, les enjeux de ce qui fait blocage ; (re)découvrir les avancées de la recherche et les perspectives qu'elle offre ; (re)découvrir des pratiques concrètes qui ouvrent des possibles et à partir desquelles on peut inventer encore ; mais aussi connaître les amonts, l'histoire du métier et des grandes notions qui le constituent, « les secrets de fabrication », sans quoi il est impossible de comprendre les enjeux et de participer aux débats d'aujourd'hui.

Médioni, M.-A. (2026b). ***Évaluer: les paradoxes de l'éducation***. Consulté à l'adresse https://www.chroniquesociale.com/pedagogie-formation/1528-evaluer-.html

Peut-on parler d'un temps où le métier d'enseignant a pu être considéré comme facile, épanouissant, valorisant ? Depuis bien longtemps, il est plutôt considéré comme un métier difficile, qui ne ferait plus rêver, dans un contexte décourageant à dessein, démobilisateur à souhait. Le métier, dès lors, s'en trouve souvent empêché. Pour autant, des enseignants témoignent de leur intérêt pour ce métier et de leur engagement quotidien, animés par un « optimisme pédagogique », convaincus de la nécessité d'une bataille culturelle à mener pour l'égalité et l'émancipation. Le métier d'enseignant, et de formateur, est un métier de paradoxes dans lequel on se trouve en permanence obligé de penser les aspects contradictoires d'une même réalité. Ce troisième tome de la série des Paradoxes de l'éducation est consacré à la question vive, épineuse et polémique de l'évaluation, une dimension capitale dans l'enseignement et l'apprentissage, qui n'a fait que grandir jusqu'à devenir une obsession, pourrait-on dire, ces dernières années, au point qu'on parle actuellement de « folie » ou de « tyrannie », voire de dangerosité de l'évaluation. L'évaluation, pourtant, devrait être une ressource essentielle pour l'apprentissage et une opportunité pour les enseignants, un défi professionnel pour la transformation des conceptions et des pratiques. Les trois ouvrages qui constituent un ensemble sur les paradoxes de l'éducation – Apprendre et Faire, le premier, plus particulièrement centré sur l'apprenant ; Enseigner et Former, le deuxième, où les paradoxes du métier sont regardés depuis la perspective de l'enseignant et du formateur – veulent s'inscrire dans cette bataille, sans angélisme, mais pour redonner valeur et saveur à un métier qui vaut la peine d'être choisi et assumé… à condition de bénéficier de l'outillage tant théorique que pratique qui permette d'y trouver du sens et du plaisir. Comme une entreprise de désintoxication : comprendre où sont les carcans, les empêchements, les enjeux de ce qui fait blocage ; (re)découvrir les avancées de la recherche et les perspectives qu'elle offre ; (re)découvrir des pratiques concrètes qui ouvrent des possibles et à partir desquelles on peut inventer encore ; mais aussi connaître les amonts, l'histoire du métier et des grandes notions qui le constituent, « les secrets de fabrication », sans quoi il est impossible de comprendre les enjeux et de participer aux débats d'aujourd'hui.

Michel, C. (2026). **Analyser la distribution des fonctions de tutorat pour penser l'accessibilité à l'autorégulation : un cadre d'analyse des environnements numériques de formation**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170xl
Cette contribution propose d'approfondir les notions de tutorat et de dynamique motivationnelle, identifiées dans le texte de cadrage de Miguet et Paquienséguy (2026) comme des leviers d'une ingénierie inclusive de la formation à distance, en les reconsidérant à travers les processus d'autorégulation et la distribution des fonctions de tutorat. Cette perspective conduit à revenir sur la manière dont les exigences d'autonomie imposées aux apprenants ont été problématisées par Vivi...

Monthubert, B., Guillon, Q., & Piccardi, J. (2026). **Trouble du neurodéveloppement dans l'enseignement supérieur : vers une université inclusive**. In E. Sylvestre, S. Ney, S. Serry, & M. Antille (Éd.), *Enseigner de manière inclusive dans le supérieur* (p. 304). Consulté à l'adresse https://hal.science/hal-05844074
La pédagogie inclusive est souvent considérée comme une approche pédagogique prenant en compte la diversité de facto des appre- nant·es et cherchant à proposer une expérience pédagogique adaptée à chacun·e, sans obligation de s'identi!er avec un besoin particulier. L'approche du programme Atypie-Friendly, né en France et destiné à rendre l'université plus inclusive pour les personnes présentant un trouble du neurodéveloppement, apparaît souvent comme paradoxale. Comment en eet se réclamer d'une approche inclusive quand on met au cœur de ses ré#exions une ou plusieurs catégories diagnostiques telles que l'autisme pour les troubles du neurodéveloppement (TND) ? Pourtant, le paradoxe n'est qu'apparent. En resituant l'université inclusive comme perspective vers laquelle nous devons tendre, qui induit le besoin d'une trajectoire jalonnée de diérentes étapes, nous exposerons les travaux d'Atypie-Friendly comme des étapes néces- saires pour développer les outils orant aux étudiant·es présentant un TND une expérience pédagogique qui prenne en compte leurs besoins. Nous montrerons à l'aide d'un exemple concret, celui de la production de supports pédagogiques, comment la compréhension de la diversité des besoins des personnes présentant un TND, parfois contradictoires entre eux, nous a conduit·es au développement de nouvelles options d'accessibilité, fondées sur les caractéristiques spécifiques de personnes présentant un TND. Nous montrerons également en quoi le passage par des outils numé- riques s'avère indispensable dans une approche inclusive.

Montigny, B. de. (2026). **Éduquer à la sexualité dans un contexte de diversité : expérience à la formation à l'enseignement et pistes didactiques**. *Revue hybride de l'éducation*, *10*(4), 1-31. https://doi.org/10.1522/rhe.v10i4.2123
Former à l'éducation à la sexualité peut apparaître comme un défi d'envergure face à une population étudiante diversifiée (Dalley et Nzali, 2022). Dans cet article autoethnographique, j'argue qu'une formation obligatoire destinée aux étudiant.es à la formation en enseignement incluant certains contenus spécifiques souvent considérés comme tabous (Engebretson, 2021) apporte son lot de défis, mais peut contribuer, lorsqu'elle est encadrée par des intentions claires et guidée par une pédagogie critique (Richard, 2019) et féministe, à favoriser l'agentivité des futur.es enseignant.es (Brunet et Demers, 2018). L'article s'articule autour de trois citations d'étudiant.es, déconstruites à l'aide de la Toile de l'égalité (Collet, 2018). Les résultats démontrent qu'il est possible de parler de sexualité positive en respectant les lois et valeurs canadiennes ainsi que les valeurs et croyances propres à chaque personne étudiante.

Murillo, F. (2026). **The curriculum of Frankenstein: or the education of a monster**. *Journal of Curriculum Studies*, *58*(5), 725-736. https://doi.org/10.1080/00220272.2025.2531369
In this literary study essay, I ask what might be revealed to us when rereading Frankenstein from a reconceptualized perspective of curriculum, a perspective sensitive to the educational lived experience of the human person. To do this, I provide commentary on key passages along the novel, focusing on three salient features that emerge from that hermeneutical reading: the existential aspect of becoming (and its inherent sense of solitude, alienation, but also hope), the need for transcending mere being and becoming, aspiring to not only fulfilment but also goodness, and the caution that however carefully planned, the educational process of becoming can go wrong, including tragic consequences. Positioned within a reconceptualist tradition of curriculum, the analysis presented here presents a cautionary tale about overemphasizing a single aspect in educational experience, such as cognitive competencies, skills or political stances, while neglecting a relation to ethics, morals, attunement to self and other, and what makes us more fully human. Methodologically, the essay shows a concrete example of a literary study as educational research.

Naesby, T. (2026). **A matter of organisation? Perspectives on inclusion in Danish preschools measured by the ECERS-3**. *International Journal of Inclusive Education*, *30*(13), 4031-4049. https://doi.org/10.1080/13603116.2026.2614719
This article investigates whether the Early Childhood Environment Rating Scale v.3 (ECERS-3) contains a latent dimension interpretable as inclusion. I scrutinise certain items in the ECERS-3 that provide information about the relations between subscales and about the organisation of routines, transitions, and group activities from an inclusive perspective. The subscale Program Structure contains items that describe the quality of children's communities and include didactic considerations, such as planning and organising the learning environment in relation to children's development. In trying to establish the ECERS-3 as a proxy for inclusion, I find strong correlations between items on room arrangement, space for privacy, and child-related displays and the subscales Interaction and Programme Structure. The findings are discussed in terms of inclusive strategy, inclusive practice, and inclusive culture.

Naoufi, S. (2026). ***Communication et interactions pédagogiques en milieu scolaire et universitaire : enjeux... linguistiques et educatifs***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/communication-et-interactions-pedagogiques-en-milieu-scolaire-et-universitaire/86967
La communication et l'interaction pédagogiques sont les piliers de la transmission des savoirs en classe. L'avènement des technologies numériques et de l'intelligence artificielle redéfinit ces dynamiques, soulevant des défis majeurs pour le plurilinguisme et les pratiques d'enseignement. Cet ouvrage explore, à travers une analyse rigoureuse et des études de cas concrètes, comment les acteurs de l'éducation peuvent s'adapter à ces mutations pour construire l'école du XXIe siècle.

Nelsen, J. (2026). ***La discipline positive en classe: favoriser l'apprentissage en développant les compétences psychosociales***. Consulté à l'adresse https://www.marabout.com/livre/la-discipline-positive-dans-la-classe-9782501202404/
Nicholls, N., Inglesi-Lotz, R., & Kritzinger, W. (2026). ***Does Near-Peer Mentoring Improve Honours Research Grades? Evidence from a Randomised Pilot in Economics*** (Working paper N° 202639).

Consulté à l'adresse University of Pretoria, Department of Economics website: https://EconPapers.repec.org/RePEc:pre:wpaper:202639
This paper examines whether structured near-peer mentoring improves the research performance of Honours students in economics. Using a randomised stage-rotation design at the University of Pretoria, 50 Honours students were assigned to a PhD-student mentor during either the research proposal stage (Semester 1) or the research paper stage (Semester 2), ensuring that every student was mentored while a comparison group was preserved at each stage. We estimate intention-to-treat (ITT) effects of assignment and, using random assignment as an instrument for self-reported contact, local average treatment effects (LATE) of actual engagement. Compliance was high, at 87 percent in Semester 1 and 100 percent in Semester 2. All point estimates are positive but statistically insignificant: assignment is associated with increases of 0.52 points (out of 10) in the proposal grade and 1.86 points (out of 100) in the research paper grade, with corresponding LATE estimates of 0.99 and 4.29 points. Among mentored students, more frequent meetings are associated with significantly higher proposal grades (1.26 points per additional frequency level, p = 0.024), but not with research paper grades. The findings suggest that engagement intensity, rather than assignment per se, is the more likely channel of any mentoring effect, and that generic research guidance is most valuable while the research question is still being formulated. The design offers a low-cost and ethically defensible framework for evaluating postgraduate research support.

Nolin, R. (2026). ***Des pratiques enseignantes mises en oeuvre en contexte de jeu de faire semblant afin de soutenir le développement de la pensée mathématique d'enfants à l'éducation préscolaire*** (Phd, Université du Québec en Abitibi-Témiscamingue). Consulté à l'adresse https://depositum.uqat.ca/id/eprint/1862/
RÉSUMÉ Les premières habiletés liées aux mathématiques apparaissent comme des prédicteurs significatifs de la réussite scolaire ultérieure des enfants (Duncan et al., 2007; Pagani et al., 2010). Dans cette perspective, il importe de comprendre comment des personnes enseignantes soutiennent le développement de la pensée mathématique des enfants à l'éducation préscolaire. Des recherches menées au Québec montrent que les pratiques enseignantes à l'éducation préscolaire tendent à s'inscrire dans une approche scolarisante, centrée sur la planification d'activités dirigées, plutôt que dans une approche développementale, qui valorise les activités initiées et dirigées par l'enfant comme le jeu en tant que contexte de développement et d'apprentissage (Bédard, 2010; St-Jean et al., 2021). Or, c'est l'approche développementale qui est mise de l'avant dans le Programme-cycle de l'éducation préscolaire (MEQ, 2023). Bien que certaines études aient établi des liens entre le jeu de faire semblant et le développement de la pensée mathématique, la recension des écrits révèle un manque de données empiriques décrivant de manière précise les pratiques enseignantes mises en œuvre pour soutenir le développement de la pensée mathématique en contexte de jeu de faire semblant à l'éducation préscolaire. Ce constat a donc mené à la formulation de la question de recherche suivante : Quelles pratiques enseignantes sont mises en œuvre en contexte de jeu de faire semblant afin de soutenir le développement de la pensée mathématique d'enfants à l'éducation préscolaire ? Pour répondre à cette question, la perspective historico-culturelle du développement (Vygotsky, 1978) a été adoptée. S'inscrivant dans cette perspective, Leont'ev (1978) a établi que le jeu de faire semblant constitue l'activité maitresse de l'enfant de trois à sept ans. Il désigne une situation imaginaire dans laquelle l'enfant joue un rôle et applique les règles sociales qui en découlent (Vygotsky, 1933/2021). De ce jeu, émergent naturellement différents savoirs mathématiques, ce qui en fait un contexte riche pour l'appropriation de ces

derniers et pour le développement d'habiletés mathématiques et transversales favorables au développement de la pensée mathématique des enfants. Toutefois, le potentiel éducatif du jeu de faire semblant ne peut être pleinement réalisé sans l'intervention de la personne enseignante. Cette thèse vise ainsi à documenter empiriquement la manière dont des pratiques enseignantes sont mises en œuvre en contexte de jeu de faire semblant afin de soutenir le développement de la pensée mathématique d'enfants à l'éducation préscolaire. Deux objectifs spécifiques guident cette recherche : (1) décrire des pratiques enseignantes mises en œuvre en contexte de jeu de faire semblant, à partir des actions de la personne enseignante, afin de soutenir le développement de la pensée mathématique des enfants; (2) repérer des savoirs et des habiletés mathématiques qui sont soutenus par des pratiques enseignantes mises en œuvre en contexte de jeu de faire semblant à l'éducation préscolaire. Pour atteindre ces deux objectifs, une recherche qualitative/interprétative exploratoire à visée descriptive a été menée. Six personnes enseignantes ont chacune participé à une entrevue semi-dirigée, à trois observations filmées et à trois entretiens d'autoconfrontation. Le recours à ces trois méthodes de collecte de données, soit l'entrevue semi-dirigée, l'observation et l'entretien d'autoconfrontation, a permis d'assurer la triangulation des méthodes de collecte de données (Thouin, 2014). L'analyse a ensuite été guidée par la modélisation du système d'activité développée par Engeström (1999), ce qui a contribué à situer les pratiques enseignantes dans leur contexte et à décrire les composantes du système d'activité susceptibles d'influencer leur mise en œuvre. Ensuite, une analyse de contenu (Bardin, 2013) a servi, d'une part, à décrire la mise en œuvre des pratiques enseignantes visant à soutenir le développement de la pensée mathématique en contexte de jeu de faire semblant. D'autre part, elle a également permis de repérer les savoirs et les habiletés mathématiques soutenus par des pratiques enseignantes mises en œuvre en contexte de jeu de faire semblant. Les résultats indiquent que les pratiques enseignantes mises en œuvre en contexte de jeu de faire semblant sont nombreuses, variées et réparties selon trois temps pédagogiques : avant, pendant et après le jeu. La mise en œuvre de 57 pratiques enseignantes a été décrite dans les résultats (objectif 1). De plus, les résultats révèlent la présence de nombreux savoirs mathématiques en contexte de jeu de faire semblant(objectif 2). Toutefois, certains savoirs du modèle d'Éveil aux mathématiques (Clements et Sarama, 2021; St-Jean et al., 2023a) n'ont ni été mentionnés par les personnes enseignantes ayant participé à la recherche ni été mobilisés par les enfants en contexte de jeu de faire semblant. La discussion présente 13 faits saillants concernant les pratiques enseignantes qui ont été mises en œuvre en contexte de jeu de faire semblant et le développement de la pensée mathématique des enfants. Ces faits saillants mettent en lumière la façon dont les résultats de cette recherche alimentent la réflexion concernant le soutien au développement de la pensée mathématique dans une approche développementale, centrée sur le jeu de faire semblant. Ils révèlent également que le jeu de faire semblant, lorsqu'il est soutenu de manière intentionnelle, constitue un contexte signifiant pour le développement de la pensée mathématique des enfants à l'éducation préscolaire. ABSTRACT Early mathematical skills are significant predictors of children's later academic success (Duncan et al., 2007; Pagani et al., 2010). From this perspective, it is essential to understand how teachers support the development of mathematical thinking in preschool children. Studies conducted in Québec indicate that preschool teaching practices often follow a school-oriented approach, focused on the planning of teacherdirected activities, rather than a developmental approach that values activities initiated and directed by the child, such as play as a context for development and learning (Bédard, 2010; St-Jean et al., 2021). Yet, it is the developmental approach that is promoted in the Programme-cycle de l'éducation préscolaire (MEQ, 2023). Although some studies have established links between pretend play and the

development of mathematical thinking, the literature review reveals a lack of empirical data precisely describing the teaching practices used to support the development of mathematical thinking in the context of pretend play in preschool education. This finding led to the following research question: What teaching practices are implemented in the context of pretend play to support the development of mathematical thinking in preschool children? To answer this question, the cultural-historical theory of development (Vygotsky, 1978) was adopted. Within this framework, Leont'ev (1978) established that pretend play constitutes the leading activity of children aged three to seven. Pretend play refers to an imaginary situation in which the child takes on a role and applies the associated social rules (Vygotsky, 1933/2021). Various forms of mathematical knowledge naturally emerge from this play, making it a rich context for acquiring such knowledge and for developing mathematical and transversal skills that foster children's development of mathematical thinking. However, the educational potential of pretend play cannot be fully realized without the teacher's intervention. This dissertation therefore aims to empirically document how teaching practices are implemented in the context of pretend play to support preschool children's development of mathematical thinking. Two specific objectives guide this research: (1) to describe the implementation of teaching practices in the context of pretend play, based on the teacher's actions, to support children's development of mathematical thinking; (2) to identify the mathematical knowledge and skills supported through the implementation of teaching practices in the context of pretend play in preschool education. To achieve these two objectives, an exploratory qualitative–interpretative study with a descriptive focus was conducted. Six teachers each participated in a semi-structured interview, three video-recorded observations, and three self-confrontation interviews. Using these three methods of data collection—semi-structured interview, observation, and self-confrontation interview—ensured the triangulation of data collection methods (Thouin, 2014). The analysis was first guided by Engeström's (1999) activity system model, which situated teaching practices within their context and identified the components of the activity system likely to influence their implementation. Subsequently, a content analysis (Bardin, 2013) made it possible, on the one hand, to describe the implementation of teaching practices designed to support the development of mathematical thinking in the context of pretend play and, on the other, to identify the mathematical knowledge and skills supported by these practices. The findings show that teaching practices implemented in the context of pretend play are numerous, varied, and organized across three pedagogical phases: before, during, and after the play. A total of 57 teaching practices were identified trough the analysis (Objective 1). In addition, the findings reveal the presence of a wide range of mathematical knowledge in the context of pretend play (Objective 2). However, certain components of the Éveil aux mathématiques model (Clements & Sarama, 2021; St-Jean et al., 2023a) were neither mentioned by the teachers nor mobilized by the children during pretend play. The discussion presents 13 key findings concerning the implementation of teaching practices in the context of pretend play and children's development of mathematical thinking. These findings highlight how the results of this research contribute to reflection on supporting the development of mathematical thinking within a developmental approach centered on pretend play. They also reveal that pretend play, when intentionally supported, constitutes a meaningful context for preschool children's development of mathematical thinking.

Nolin, R., & Monney, N. (2026). **Rétroaction par les pairs et évaluation de la compétence Résoudre une situation-problème mathématique : analyse d'une démarche mise en œuvre au primaire**. *Revue hybride de l'éducation*, *10*(4), 1-40. https://doi.org/10.1522/rhe.v10i4.2064

Dans une perspective d'évaluation en aide à l'apprentissage, cet article analyse une démarche d'évaluation intégrant la rétroaction par les pairs au processus d'évaluation de la compétence « Résoudre une situation-problème » en mathématiques au troisième cycle du primaire. L'étude repose sur l'analyse qualitative d'une activité de rétroaction par les pairs et d'un entretien d'autoconfrontation avec une enseignante, menée dans le cadre d'une recherche collaborative. Les résultats laissent penser que la rétroaction par les pairs soutient l'explicitation et l'ajustement des démarches de résolution, ainsi que le jugement professionnel, tout en mettant en évidence des conditions de mise en œuvre exigeantes.

Nouali, S., Badache, I., & Bellot, P. (2026). **Assessing the Effectiveness of Retrieval-Augmented Generation in Educational QA Systems**. *4th International Conference on Language Processing and Knowledge Management*. Consulté à l'adresse https://hal.science/hal-05859628
Retrieval-Augmented Generation (RAG) systems enhance large language models (LLMs) by grounding their responses in external knowledge sources. This approach has proven effective in improving answer accuracy and reducing hallucinations, particularly for domainspecific question answering. In this work, we investigate the use of RAG in an educational setting using the SCIQ dataset, which consists of multiple-choice science questions and associated explanations. Our study evaluates the effectiveness of RAG for educational question answering, examines the impact of LLM size on system performance, and analyzes how retrieved documents are exploited to support generated answers and explanations. We compare RAG-based configurations with standard generative question answering models using different retrieval strategies and model scales. The results show that RAG-based approaches consistently outperform purely generative models, with the rag-bm25-llama3-8b configuration achieving the highest overall accuracy. These findings highlight the importance of retrieval quality and model capacity in producing reliable, verifiable, and pedagogically meaningful answers.

Nzoka, F. K. (2026). **The Unready University: Why Kenya's Competency-Based Education Requires a Pedagogical Revolution, Not Just Curriculum Reform**. *European Journal of Contemporary Education and E-Learning*, *4*(6), 1-11. https://doi.org/10.59324/ejceel.2026.4(6).01
The continuing shift to Competency-Based Education (CBE) in Kenya has been primarily presented as a curriculum reform issue, involving the redesign of program structures, assessment criteria, and learning goals. However, there is still a significant lack of analysis of the university sector in this conversation. This paper makes the case that Kenyan universities are essentially unprepared for CBE because their predominant pedagogies-lecture-centric, content-driven, and examination-oriented-are structurally incompatible with competency formation rather than because their curricula are insufficient. This study presents three interrelated arguments based on a conceptual synthesis of pedagogical change theory, CBE implementation literature, and an examination of Kenya's higher education policy context. First, curriculum reform without concurrent pedagogical change results in what I refer to as « competency decoupling, » because classroom practice reproduces passive knowledge transmission while official curricula claim competency outcomes. Second, there is a lack of institutional support, training, and systematic incentives for Kenyan university faculty to transition from teaching as lecture to teaching as facilitation. Third, a pedagogical revolution that reorganizes class time, assessment, faculty development, and even the structure of the academic hour is needed to close this gap rather than piecemeal workshops. In order to prevent Kenya's CBE reform from succeeding on paper but failing in practice, this paper finishes by advocating for pedagogical preparation at the university level. By reintroducing pedagogy-rather than curriculum-as the actual source of

institutional unpreparedness, this analysis adds to the expanding body of research on higher education reform. In order to facilitate a true pedagogical revolution in higher education, it suggests a systemic reorientation in teaching techniques, faculty development, and institutional policies.

Pasque, P. A., & Ramirez, J. E. (2026). **Critical Advocacy Methodology: Operationalizing A Paradigm for Researchers and Practitioner-Scholars in Higher Education**. *Innovative Higher Education*, *51*(5), 2047-2068. https://doi.org/10.1007/s10755-025-09863-4
Scholars and practitioners often want to take up equity-minded approaches to research, assessment, and/or evaluation, and many paradigmatic approaches have been provided over the years, yet their congruent methodologies and methods are not always clearly described. This manuscript introduces Critical Advocacy Methodology (CAM) to assist researchers and practitioner-scholars in operationalizing this approach throughout a qualitative research design. CAM is an innovative methodology centered in Critical Advocacy Inquiry, a paradigmatic approach that sits at the nexus of critical, transformative, and participatory paradigms. CAI reminds equity-minded researchers to unapologetically interrogate concepts of power and expose existing inequities as they work toward making concreate change in higher education and beyond. This manuscript offers researchers innovative CAM tools to utilize – and enhance – their own studies. Specifically, we offer CAM methods for collection, tools for analysis, and concepts for strengthening trustworthiness in ways that support the quality or rigor of a study. Participants as co-researchers, co-conspirators, or collaborators are valued throughout the transformative process.

Perrenoud, M., & Bouchetal, T. (2026). ***Sous le dur métier, le beau travail ? les pratiques enseignantes entre expériences et exigences professionnelles***. Consulté à l'adresse https://www.editionsbdl.com/produit/sous-le-dur-metier-le-beau-travail/

Peter Jay, L. (2026). **The modern political right in United States history standards**. *Journal of Curriculum Studies*, *58*(5), 776-802. https://doi.org/10.1080/00220272.2025.2548299
The last decade has seen a global rise in the power of the political Right. In some countries, that has meant a shift towards centre-right traditional conservativism. In others, more radical rightwing parties have moved democracies towards authoritarianism. Today, understanding the political Right, within and beyond traditional political parties, is a prerequisite for interpreting current events and the recent past in many countries. This study asks how the history of the political Right since 1945 is represented in instructional standards for United States high school history courses in the 30 most populous states. Findings show that most states require students to learn little about the history of the modern Right. Standards tended to emphasize the presidential administrations of Nixon and Reagan, downplay the contributions of conservative social movements, and avoid connections to the present. By contrast, leftwing social movements, such as the Civil Rights, Gay Rights, or Women's Rights movements, received more extensive focus in the standards and were routinely connected to the present. This study concludes by speculating why standards writers might find the history of the Right difficult and recommending potential instructional pathways.

Poirier, N., Fournier, A., & Rivières-Pigeon, C. des. (2026). **Étude exploratoire des pratiques de personnes enseignantes du secondaire favorisant l'inclusion d'élèves qui présentent un trouble du spectre de l'autisme en classe ordinaire**. *Revue hybride de l'éducation*, *10*(4), 1-39. https://doi.org/10.1522/rhe.v10i4.2005

Cette étude a pour but de documenter les pratiques de personnes enseignantes du secondaire qui accueillent des élèves présentant un trouble du spectre de l'autisme (TSA) dans leur classe ordinaire. Elle se base sur une analyse qualitative du contenu de deux groupes de discussion asynchrones s'étant déroulés par écrit sur la plateforme Facebook dans le cadre d'une étude de plus grande envergure. Les données indiquent que les personnes enseignantes utilisent trois types de pratiques enseignantes, soit les pratiques évaluatives, les pratiques de gestion de classe et les pratiques collaboratives.

Polo, C. (2026). **Le conflit socio-cognitivo-affectif au coeur de l'apprentissage : un modèle fondé sur lacognition 4E pour renouveler l'analyse des dialogues éducatifs**. *Intellectica - La revue de l'Association pour la Recherche sur les sciences de la Cognition (ARCo)*, *1*(84), 325-352. Consulté à l'adresse https://hal.science/hal-05775439

The two successive social, then affective turns renewed education research and practice, claiming for better taking into account these aspects of leaning processes. In particular, interdisciplinary literature pinpoints that dialogic approaches based on socio-cognitive conflict and argumentation would benefit from viewing learning as a process as much social and affective as cognitive. Still, scarce empirical studies truly integrate these three dimensions of learning, possibly due to a lack of theoretical and methodological framework. Indeed, research on the socio-cognitive conflict evolved in order to encompass non-developmental approaches and to account for socio-affective aspects. But there was no concept update on the theoretical plane allowing for a clear understanding of the role of socio-affective dimensions in the studied processes. In such a context, the ghost of the Cartesian dualism opposing reason to emotion and the mind to the matter still prevails in the analysis of educational dialogues. To overcome such dualism, this paper presents a model to shift from the socio-cognitive to the socio-cognitive-affective conflict, on the basis of the recent 4E approaches to cognition. The third section draws the methodological implications of this model by highlighting three fundamental analytical principles and apply them to an excerpt of recorded authentic dialogue.

Poppe, C. E., Skinner, C. H., Keller, K. A., Rocconi, L., Chunta, M., & Cole, C. (2026). **The Effects of Tootling on Complimenting and Peer Prompting in Second-Grade Students**. *Psychology in the Schools*, *63*(11), 1585-1595. https://doi.org/10.1002/pits.70187

Tootling interventions can enhance students' social skill performance outside the social skill training environment. With Tootling interventions, group-oriented rewards are delivered contingent upon the number of reports students provide of their peers' engagement in prosocial behavior(s). An A-B-A-B withdrawal design was used to evaluate the effects of Tootling on complimenting peers and peer prompting as a group of five second-grade students played a math game. Visual and effect-size analyses of our data showed higher rates of complimenting and peer-prompting when the Tootling intervention was applied. Across intervention sessions, complimenting and peer prompting were positively correlated, and this correlation was statistically significant. These results extend previous research and suggest that positive peer mediation (e.g., prompting) may partially explain why Tootling interventions increase students' performance of recently trained social skills. The discussion focuses on future research designed to enhance the impact of Tootling interventions, positive peer mediation, and students' social skill development.

Qu'est-ce que la pédagogie explicite? : origines, stratégies et efficacité. (2026). Consulté à l'adresse https://www.cheneliere.ca/fr/qu-est-ce-que-la-pedagogie-explicite-9782765092797.html

Rambharose, R. (2026). **Unlocking undergraduate access to higher education: Recognition of prior learning in South Africa**. *International Review of Education*, *72*(5), 875-888. https://doi.org/10.1007/s11159-025-10222-w
This research note presents the University of the Western Cape's Portfolio Development Hybrid Programme (PDHP) as a nationally recognised, pedagogically grounded model of recognition of prior learning (RPL) for undergraduate access in South Africa. Designed to enable adult learners – many without formal qualifications or with marginalised knowledge backgrounds – to enter and succeed in higher education, PDHP combines values-based curriculum design with transformative pedagogies rooted in adult learning, epistemic justice and care. Drawing on five years of longitudinal data (2020–2024) and more than two decades of institutional implementation, the study illustrates how RPL can evolve from a once-off assessment mechanism into a sustained teaching-and-learning intervention that builds academic readiness and social mobility within the adult learning context. The findings demonstrate the programme's success in facilitating academic access for over 400 learners in the past five years and more than 900 since inception, as well as its responsiveness to digital exclusion and institutional constraints, and its alignment with the fourth Sustainable Development Goal (SDG 4) in terms of inclusive education. By theorising RPL through the institution's framework of innovative, digital, equitable, accessible and lifelong recognition of prior learning (IDEAL-RPL), the research note explains the underlying pedagogical mechanisms – care, scaffolding, digital empowerment and reflexivity – that enable adult learners to thrive and persist at university. It further situates PDHP within the Scholarship of Teaching and Learning (SoTL) discourse, offering evidence of how inclusive curriculum design and hybrid pedagogies contribute to equity, transformation and sustainability in higher education. PDHP challenges dominant, compliance-oriented RPL models by repositioning recognition as a pedagogical and relational process that fosters confidence, capability and lifelong learning. Framed within global debates on education for sustainable development, it offers a scalable and replicable approach to widening participation and transforming institutional cultures towards justice, inclusion and sustainability.

Rawn, C. D., Dammert, M., & Woo, J. (2026). **How Can a Departmental Grade Alignment Policy Impact Teaching and Learning? Perspectives from Instructors and Students**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22506
We investigated perceptions of a longstanding undergraduate course grade alignment policy in a large psychology department at a large research-oriented university. Reflexive Thematic Analysis of instructor interviews and student focus groups led to developing six themes revealing the policy's perceived impact on teaching and learning practices. Discussion emphasizes three major findings. First, this policy influences how instructors design and deliver courses; implementation differences have consequences for students. Second, instructors and students alike worry about this policy's impact on grades perceived beyond the institution. Third, participants situate this policy in a dynamic and relational ethical landscape, connecting it to systemic barriers to inclusion, fairness, trust, and authenticity. This research illuminates many complex ways a department-level grade alignment policy can impact teaching and learning, including unintended consequences and opportunities for change. Broadly, it showcases

academic policies as important contributors to teaching and learning context—elaborating a key principle of good practice in SoTL.

Rienzo, S., & Hutter, V. (2026). **Former aux relations école-familles : Enjeux d'alternance et tensions professionnelles**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2673
Cette contribution analyse les tensions liées à l'alternance dans la formation initiale aux relations école-familles à Genève. Elle met en évidence un cercle vicieux de socialisation professionnelle marqué par la transmission de conceptions négatives de ces relations lors des stages. Elle présente ensuite deux dispositifs de formation – un atelier d'écriture et l'analyse de situations éducatives complexes – visant à soutenir une articulation plus intégrative entre théorie et pratique.

Rispoli, K. M., Norman, M. Z., Ziegelmayer, L. E., Warren, N., & Batistela, E. (2026). **Evaluating IEP Goals Addressing Social, Emotional, and Behavioral Health in Autistic Middle Schoolers**. *Psychology in the Schools*, *63*(11), 1652-1662. https://doi.org/10.1002/pits.70191
Individualized Education Programs (IEPs) are the mechanism through which students receive special education services in schools. Little is known about the degree to which federal guidelines and science-based recommendations are evident in IEPs for autistic students, particularly those targeting social-emotional and behavioral health in middle school. Given the centrality of social-emotional and behavioral health in shaping academic success, it is critical to understand how these needs are addressed via IEPs. This study examined the quality of IEPs for 50 autistic students enrolled in grades 6 through 8, including how IEP goals related to social-emotional and behavioral health reflected quality standards established in the Individuals with Disabilities Education Act of 2006 and the National Research Council. Of 347 IEP objectives, just under half (42%) targeted social-emotional and behavioral health-related outcomes. Analysis of IEP quality indicated moderate adherence to legal standards and best practice recommendations, with variation across individual indicators of quality. Moreover, findings suggested IEP alignment with best practice recommendations was higher for children experiencing economic adversity. Results highlight opportunities for school psychologists to lead efforts in increasing knowledge and collaboration among school professionals regarding support for social-emotional and behavioral health skill development in autistic students.

Savignac, E. (2026). **« Jeu et réalité » des publics… dans la FOAD**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (55). https://doi.org/10.4000/170xd
Posée comme « analyse fondatrice » par Mathilde Miguet et Françoise Paquienséguy (2026), le texte de Viviane Glikman (2014), qui retrace les différentes formes de dispositifs instrumentés de FOAD (Formation Ouverte À Distance), traite de manière claire la distinction entre apprenants réels et apprenants imaginés de ces dispositifs en soulignant la disparition des premiers au profit régulier des seconds dans les logiques de conception. À la prescription des savoirs se nouerait ainsi une prescription d'être apprenant et en l'occurrence, précise Glikman, un apprenant idéalisé en tant qu'il serait « motivé, autonome, actif, prêt à investir dans tout ce qui est mis à sa disposition pour mener à bien son projet éducatif et compétent en matière d'utilisation du numérique ». À cet idéal s'opposent dans les faits, dit-elle, des apprenants d'une grande diversité en tant qu'ils et elles peuvent tant éprouver doute et découragement qu'être présomptueux de leurs connaissances ou encore juste tenter de faire au mieux avec ce qui leur est proposé.

Schneider, K. R., Barulich, D., & Hyde, M.-M. (2026). **Tracking High-Impact Practices: A Systematic Process for Campuswide Engagement**. *Innovative Higher Education*, *51*(5), 2455-2476. https://doi.org/10.1007/s10755-026-09902-8

High-Impact Practices (HIPs) are widely recognized for enhancing student engagement, academic achievement, and equity, particularly among underserved populations. At the University of Central Florida, a large institution with nearly 60,000 undergraduates, a comprehensive, scalable model for tracking HIP participation was developed across six key areas: Capstones, Experiential Learning, Study Abroad, High-Impact Practice Course Designations, Learning Communities, and Undergraduate Research. This model, built through a close partnership between HIP leaders and institutional research, has enabled the creation of interactive dashboards that provide faculty and staff with real-time, disaggregated data to inform decision-making and comprehensive planning. Drawing on five academic years of data (2019–2024), we report on over 205,000 HIP experiences involving nearly 88,000 unique students. First-time-in-college (FTIC) students have higher engagement than their transfer counterparts. First-generation college students are much less involved in learning communities, but do not have as large a gap in participating in other HIPs. Underrepresented minority students also have a more complex involvement landscape, with greater year-to-year variation. As expected, HIP involvement is more prevalent among seniors. Additionally, our work showed a strong correlation between HIP participation and improved on-time graduation outcomes for both traditional and transfer students. Our findings demonstrate that centralized tracking supports strategic initiatives and provides opportunities to plan to close equity gaps. The model could be replicated and modified at other institutions to meet their needs and landscape.

Sylvestre, E., Ney Seema, Serry, S., & Antille, M. (2026). ***Enseigner de manière inclusive dans le supérieur***. Consulté à l'adresse https://www.epflpress.org/produit/1671/9782889157754/enseigner-de-maniere-inclusive-dans-le-superieur

Face à la massification de l'accès aux études et à la diversité croissante des publics, l'enseignement supérieur se trouve à un tournant. Comment concevoir des pratiques pédagogiques qui soient à la fois équitables, efficaces et inclusives ? Cet ouvrage, fruit d'une expérience collective à l'Université de Lausanne, explore les enjeux, fait dialoguer les cadres théoriques et les outils pratiques permettant de transformer les enseignements pour qu'ils répondent aux besoins d'étudiant·es issu·es de parcours sociaux variés, mais aussi confronté·es à des situations de handicap, de neurodivergence, de migration, ou encore de discriminations. En croisant sciences de l'éducation, sociologie des inégalités, études de genre et pédagogies critiques, l'objectif n'est pas d'imposer des modèles figés, mais d'outiller les enseignant·es pour contextualiser, repérer les biais et adapter leurs pratiques à la singularité de chaque situation. Articulé en trois temps, cet ouvrage s'adresse à toutes les communautés universitaires. Il plaide pour une pédagogie universelle et invite chacun·e à transformer les environnements d'enseignement en lieux d'apprentissage où la diversité doit être considérée comme une ressource centrale pour permettre à chaque étudiant·e de réussir et de s'épanouir.

Vayer, A. (2026). **Lutter contre les stéréotypes sexistes dans le milieu scolaire : analyse de pratiques avec la toile de l'égalité**. *Cahiers de la LCD*, *22*(1), 99-107. Consulté à l'adresse https://shs.cairn.info/revue-cahiers-de-la-lcd-lutte-contre-les-discriminations-2026-1-page-99

L'analyse proposée ici s'appuie sur des observations et des entretiens effectués auprès de l'association suisse Réussite pour tous·tes qui intervient en milieu scolaire pour lutter contre les

stéréotypes sexistes. Dans le cadre de cette recherche, la pédagogie de l'égalité proposée par Isabelle Collet a été utilisée comme outil d'analyse pour évaluer dans quelle mesure ces interventions créent un contexte égalitaire en classe. La pédagogie de l'égalité, issue des pédagogies de conscientisation, propose de créer un contexte éducatif égalitaire, en tenant compte des différentes discriminations. Collet et al. (2024) l'ont modélisée dans la toile de l'égalité, récapitulant les dimensions et sous-dimensions à mettre en pratique pour garantir un contexte égalitaire. Les résultats montent que l'association met en pratique certains principes de la pédagogie de l'égalité comme « inciter à la prise de parole » et « éduquer à l'égalité ». Cependant, il a pu être constaté que les pratiques de l'association conduisaient à renforcer certaines discriminations, comme l'invisibilisation de certains groupes marginalisés. Ces difficultés semblent montrer la nécessité de former adéquatement les intervenantes avant leur arrivée en classe. Elles paraissent aussi signaler l'importance fondamentale d'appliquer de façon systémique les principes de la toile de l'égalité pour ne pas risquer de renforcer les discriminations.

Volpé, Y., Billharz, A., Maisonneuve, L., Roh, F., & Marcoux, G. (2026). **Les séminaires d'analyse et de régulation des pratiques comme interface entre terrain et université: Effets d'une co-animation FT/FU**. *Annales de l'Institut Universitaire de Formation pour l'Enseignement*, (2). https://doi.org/10.5077/journals/aiufe.2026.e2668
Cette contribution analyse la refonte des séminaires d'accompagnement et d'analyse de pratiques (SARP) dans les stages en formation à l'enseignement primaire. Depuis 2022, plusieurs séances sont co-animées par des formateurs/trices universitaires et de terrain. L'article montre que cette co-animation fait des expériences de stage des objets communs de formation, renforce l'articulation entre terrain et université et produit des effets sur les étudiant-es, les formateurs/trices et la construction d'une culture commune de formation.

Wang, X., & Wang, H. (2026). **Integrating ideological and political education into modern open and distance learning: enhancing civic engagement and inclusivity in higher education**. *International Journal of Inclusive Education*, *30*(13), 4351-4376. https://doi.org/10.1080/13603116.2026.2632779
Higher learning institutions are transforming towards digital technology, making it timely to consider Ideological and Political Education (IPE) strategies in democratic citizenship within the Modern Open and Distance Education (MODE) framework through inclusion. This quantitative study examines how educational approaches and sociocultural contexts support IPE in a digital environment. Data were collected using a synchronised survey instrument with purposively sampled students. The valid responses of 250 students are analysed using the Statistical Package for the Social Sciences (SPSS). Findings suggest that MODEs is successful in engaging students' conceptual and ideological literacy ($t = 8.336$, $p = 0.000$) with structured curriculum resources combined with theory-based instruction and learning strategies ($t = 19.508$, $p = 0.000$). The combination of teaching methods had a considerable positive result ($t = 9.935$, $p = 0.001$), whereas sociocultural ($t = 9.102$, $p = 0.000$) and accessibility also had significant effects ($t = 13.729$, $p = 0.000$). Although inclusive and effective civic teaching, this study provides a theoretical framework that explains interactions of teaching strategies, content design, and socio-cultural considerations in a more empirical way. The implication is for educators and policymakers who are interested in improving IPE and meeting the learning needs of the modern generation.

Wesolowski, B. C. (2026). **Structural conditions of inclusion in the instrumental music classroom: measuring and classifying music educators' perceptions of opportunity-to-learn standards**

achievement across the United States. *International Journal of Inclusive Education*, *30*(13), 4531-4553. https://doi.org/10.1080/13603116.2026.2643701
The purpose of this study was to examine how the National Association for Music Education's Opportunity-to-Learn Standards are perceived in secondary-level instrumental music classrooms across the United States. This study was guided by the following research questions: (a) What are the psychometric qualities of a self-report scale used to measure opportunity-to-learn standards in the context of secondary-level instrumental music performance classrooms? (b) What overall ordering of standards achievement exists across secondary-level instrumental music programmes? and (c) Does a meaningful typology of secondary-level instrumental music programmes exist based upon the opportunity-to-learn scale criteria's differential item functioning indices? A total of 374 music educators responded to 109 items grouped across five domains reflecting programme needs assessment. Overall, data adequately fit the Multifaceted Rasch Partial Credit Model, suggesting strong support for construct and predictive validity of the self-report scale. The staffing domain demonstrated highest overall standards achievement, followed by materials/equipment, facilities, curriculum, and scheduling. Results suggest three distinct typologies of standards achievement: (a) high academics/low equipment, (b) high equipment/low staffing, and (c) music as entertainment. Implications for improving inclusion and related structural conditions in secondary-level instrumental music programmes are discussed.

Xuan, L. T. H., & Giam, N. M. (2026). **Reconceptualizing Higher Education Pedagogy in Digital Transformation: Developing a Four-Pillar Digital Pedagogy Framework**. *Scientia. Technology, Science and Society*, *3*(11), 32-41. https://doi.org/10.59324/stss.2026.3(11).02
The digital transformation of higher education is changing teaching from the delivery of knowledge in a unidirectional way to learner-centered flexible learning. Yet many institutions still privilege digital infrastructure and artificial intelligence over the pedagogic role of the lecturer. This kind of technocentric approach risks reducing teaching to technical operations that create administrative overloads and isolate learners. Many innovations are also oriented toward the individual tools, without any overarching didactic framework to guide their implementation. This study is theoretical, and combines an integrative literature review and conceptual synthesis of changes in didactic components and their relationships, to propose a Four-Pillar Digital Pedagogy Framework. The findings reveal four major transformations: subjects to a multidimensional, interactive triadic model; educators from lecturers to learning environment designers and learner companions; learning spaces to flexible blended modalities; and assessment from periodic summative testing to real-time formative assessment based on learning analytics. The proposed framework consists of four components: Pedagogical Orientation, Actor Competences, Technological Interaction and Assessment Systems. The paper argues that the technology can generate lasting educational value only if it is accompanied by sound pedagogical methods and principles of digital humanism. This framework offers a theoretical basis for university administrators to reform policies and governance mechanisms, and helps lecturers develop postdigital capabilities within the framework of digital transformation.

Yılmaz, S. B., Okur, M., & Gözüm, A. İ. C. (2026). **Early childhood development and educational experiences of gifted children: Perspectives of parents in Türkiye**. *Family Relations*, *75*(5), 3472-3502. https://doi.org/10.1111/fare.70232
Objective This study examined the early developmental characteristics and preschool experiences of gifted children in Türkiye by integrating parents' qualitative accounts with descriptive indicators from a structured rating scale. Background Although early identification

and support for gifted children are widely emphasized, research connecting parents' observations with structured developmental profiles in the preschool years remains limited, especially in contexts where institutional support is underdeveloped. Method Using a convergent mixed-methods design, data were collected from 13 parents of previously identified gifted children aged 3 to 6 years through purposive sampling. Parents completed the Gifted Children Family Assessment Scale and participated in semistructured online interviews. Scale scores were summarized descriptively, interview data were analyzed thematically, and findings were integrated across cognitive, social, and emotional domains using a joint display. Results Parents described advanced cognitive development reflected in sustained curiosity, early literacy, and deep engagement with learning. Emotional development was marked by sensitivity, empathy, and justice-related concerns, often accompanied by regulation difficulties. Social development varied, with some children experiencing peer-related challenges while interacting more comfortably with adults. Families also reported providing substantial home-based enrichment, often compensating for limited differentiation in preschool settings. Conclusion The findings provide a parent-informed account of early giftedness in Türkiye, showing how advanced cognitive development, social–emotional sensitivity, and preschool experiences intersect in families' everyday accounts. Implications The results highlight the need for developmentally responsive preschool practices, structured family guidance, stronger school–family collaboration, and targeted professional learning for early childhood educators.

Relation formation-emploi

Bank, W., Barsbai, T., Demirel, M., Moskopp, P., Alvarez, M. P., & Sutter, M. (2026). ***Moving to Opportunity Abroad Through International Educational Migration*** (Working paper N° 212835). Consulté à l'adresse The World Bank website: https://EconPapers.repec.org/RePEc:wbk:hdnspu:212835

This project studies the effects of international educational migration from a low-income country. We evaluate an intervention from an NGO that supports Ugandan students with limited financial means in p ursuing a bachelor's degree in Germany. Admission to the program may substantially expand students' economic opportunities by combining the returns to migration to a high-income country with the returns to higher education. We conduct a randomized controlled trial that leverages the NGO's randomized admissions process among qualified applicants. In addition, we implement a randomized school-based campaign that informs secondary school students in Uganda about the program. Here, we present preliminary evidence on short-term effects. Admission to the program increases applicants' monthly labor income by about $900 during their first years in Germany, while they are still students and working part-time. Despite the challenges of adapting to a markedly different environment, admission to the program considerably improves the subjective wellbeing of applicants and their parents in Uganda. Admission also raises aspirations among applicants' siblings and friends in Uganda. The school-based information campaign raises migration intentions and aspirations but has no measurable impact on human capital investments.

Czakó, R. (s. d.). **Human Capital Efficiency in Postgraduate Management Education: A Comparative Framework of MBA and PhD Study Pathways**. *Proceedings of International Academic Conferences*. Consulté à l'adresse https://ideas.repec.org//p/sek/iacpro/16117299.html

This paper proposes a conceptual and methodological framework for comparing the added educational value of MBA and doctoral management education in relation to human capital efficiency. The problem is relevant because MBA and PhD pathways are often evaluated through different criteria: MBA study is usually associated with managerial application, career mobility and immediate organizational usefulness, whereas doctoral study is connected with research competence, analytical depth, critical thinking and longer-term knowledge creation. A direct comparison therefore requires a transparent measurement logic that does not reduce postgraduate education to the formal degree itself. The paper develops an index-based framework combining a knowledge, skills and abilities index with a performance-related index. It further proposes normalization of indicators, matched-pair comparison of MBA and PhD graduates and the inclusion of short-term and long-term time horizons. The framework is designed as a basis for future empirical validation rather than as a presentation of completed statistical results. Its contribution lies in the creation of a structured evaluation model that can support academic institutions, employers and individual learners in interpreting the contribution of different forms of postgraduate management education to human capital development.

Davies, H. (2026). ***Automatic recognition of qualifications and competitiveness*** (p. 13). Consulté à l'adresse EUA : European university association website: https://eua.eu/publications/briefings/automatic-recognition-of-qualifications-and-competitiveness.html
Full adoption of the automatic recognition of higher education qualifications has implications well beyond student mobility. It is a key step towards the EU's economic security and strategic autonomy. This briefing looks at the profile of automatic recognition in the EU's drive for economic competitiveness. To do so, it examines the frictions and the opportunities among three key applications of automatic recognition – in the Bologna Process, in the EU's internal market and in international trade.

Espinoza, O., Sandoval, L., Miranda, C., Loyola, J., Corradi, B., & McGinn, N. (2026). **When one degree isn't enough: analysing Chilean university graduates' motivations for postgraduate studies**. *Higher Education*, 92(4), 1829-1850. https://doi.org/10.1007/s10734-025-01597-8
Postgraduate studies have recently expanded in regions such as Asia and Latin America. However, there is limited understanding of the individual-level motivations sustaining this growth and how they are shaped by specific contexts. This study examines the motivations of graduates for pursuing postgraduate education in Chile. A total of 55 semi-structured interviews were conducted with graduates from 17 Chilean universities who graduated between 2015 and 2017. These universities varied in selectivity, and the interviewees came from a diverse array of fields of study. Using qualitative content analysis, we explored how motivations are shaped within a stratified higher education system and a labour market marked by limited absorption of highly specialised human capital. Findings show that graduates expressed both intrinsic and extrinsic motivations for pursuing postgraduate studies, with extrinsic motivations being more prominent in their narratives. Among extrinsic drivers, credentialist motivations were more prevalent than those related to human capital, as postgraduate degrees were mainly perceived as symbolic resources that conferred legitimacy and positional advantage in the labour market. Notably, this credentialist logic was not uniform. While graduates well-positioned in the labour market used postgraduate degrees to secure distinction and upward mobility, those coming from less selective institutions and fields of study viewed them defensively, aiming to re-legitimise devalued undergraduate credentials and avoid precarious employment. In the Chilean context, these

different perspectives reveal an intermediate mechanism: graduates' motivations create a demand for postgraduate credentials, which perpetuates a self-reinforcing cycle of credential inflation.

Gaillard, J. (2026). ***Formation professionnelle en France : entre reproduction sociale, émancipation et déclin... des lycées professionnels***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-formation-professionnelle-en-france/87011
La formation professionnelle occupe une place singulière dans l'histoire scolaire française, prise entre émancipation et assignation. Des corporations médiévales aux lycées professionnels actuels, son évolution révèle l'entremêlement des hiérarchies sociales, des enjeux économiques et des politiques éducatives. En s'appuyant sur archives, débats, enquêtes et récits de vie, l'ouvrage montre comment cette voie a souvent reproduit les inégalités : orientation précoce, parcours segmentés, division sexuée des métiers, exploitation de la main d'œuvre juvénile, affaiblissement des enseignements généraux. Mais il met aussi en lumière des tentatives de démocratisation et des espaces d'émancipation. En questionnant l'accès au supérieur, les limites de l'alternance et le rôle éducatif des lycées professionnels, il propose une lecture renouvelée de cette filière. Une interrogation centrale traverse le livre : que devrait être la formation professionnelle dans une société démocratique ? Un ouvrage destiné aux chercheurs, enseignants, décideurs et à tous ceux qui croisent la voie professionnelle.

Hall, T. (2026). ***Which types of education raise firm productivity? Evidence for managers and workers in the UK*** [Working paper]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: https://EconPapers.repec.org/RePEc:ehl:lserod:141789
This paper estimates the firm productivity returns to degree field, institution quality, and degree level, and compares them with wage returns. I link a LinkedIn panel from Revelio Labs to Orbis financial accounts for over 20,000 UK firms over 2015?2024. Within firms, a bachelor's degree raises a worker's productivity by around 20%; a top-20 institution adds a further 10% and a postgraduate qualification 6%. The returns differ by organisational role. A bachelor's degree raises productivity for managers and non-managers alike. Specialist credentials - a STEM field, an elite institution - raise productivity for non-managers but not for managers, whose premium loads instead on postgraduate qualifications, above all MBAs. Managers also contribute around 26% more than otherwise identical non-managers, a premium that education does not explain. Averaged over the workforce, wage premia are close to productivity premia for each type of degree. However, the average conceals two wedges of opposite sign: STEM-trained non-managers are paid below their relative productivity, and degree-holding managers above it. Finally, for a subset of firms matched to the World Management Survey, workforce education accounts for around a quarter the well-documented correlation between management practices and productivity.

Molina, T., & Vidiella-Martin, J. (2026). **Conditional Cash Transfers, Schooling Decisions, and Labor-Market Conditions**. *The World Bank Economic Review*, *40*(4), 918-938. https://doi.org/10.1093/wber/lhaf044
Does the effectiveness of an education policy depend on the job opportunities in the local labor market? This paper provides a theoretical and empirical investigation of how schooling decisions respond to conditional cash transfer programs, across areas with different exposure to export manufacturing. Results show that Mexico's PROGRESA program, documented to have increased educational attainment, was less effective in areas with more export-oriented manufacturing jobs. A theoretical model, combined with empirical evidence, suggests this is because these jobs

generate more convex opportunity costs of schooling. Consistent with this, the heterogeneity documented is strongest among those old enough to be working in factory jobs. In addition, this heterogeneity is primarily driven by jobs that directly influence schooling opportunity costs: low-wage jobs and jobs for school-aged workers.

Mtitu, E. A. (2026). **Enhancing Industrial Advisory Committee Engagement in Curriculum Development: Evidence from the Higher Education for Economic Transformation (HEET) Project in Tanzania**. *Innovative Higher Education*, *51*(5), 2713-2739. https://doi.org/10.1007/s10755-026-09928-y
Industry engagement in curriculum development is increasingly recognized as essential for improving graduate employability and ensuring the relevance of higher education programmes. Industrial Advisory Committees (IACs) are commonly adopted mechanisms for facilitating industry–academia collaboration; however, their engagement often lacks structure and measurable impact. This study quantitatively examines the effectiveness of a structured Industry–Academia Collaborative Curriculum Review Model (IAC-CCRM) implemented within the Higher Education for Economic Transformation (HEET) Project. Using survey data from 312 academic staff, industry representatives, and academic administrators across HEET-participating universities, the study applies exploratory factor analysis and multiple regression techniques to evaluate the determinants and outcomes of IAC engagement in curriculum development. The results indicate that structured governance, phased industry participation, and continuous feedback mechanisms significantly predict curriculum relevance, industry satisfaction, and perceived graduate employability. The findings provide empirical support for embedding IACs within institutional quality assurance systems and offer a scalable, evidence-based model for strengthening industry–academia collaboration in higher education reform initiatives.

Sanz-Martínez, P., & Camacho, B. M. (2026). **From classroom to career: Self-efficacy and employment success of graduates with disabilities**. *Higher Education*, *92*(4), 2155-2174. https://doi.org/10.1007/s10734-025-01614-w
This qualitative biographical-narrative study analyses the discourses of 15 university graduates with disabilities who have been successful in their careers. The participants have various types of disabilities and come from 15 public universities in Spain, covering different areas of knowledge. The study analyses (1) the self-efficacy-related competencies of graduates with disabilities that have led to success at university; (2) the relationship between self-efficacy and success in the transition from university to employment; and (3) the skills associated with self-efficacy that are essential to employment success. The results reveal that success at university and in the workplace are related to strategies and skills linked to self-efficacy, such as proactivity, self-awareness, consistency, and perseverance, and especially confidence in one's own abilities to achieve objectives, relying on the development of organisational and planning skills being effective in managing the resources offered by universities and employers. These results highlight the need to implement training and mentoring programmes for self-efficacy skills that promote university and workplace success for students and graduates with disabilities.

Seo, S., & Kim, J. (2026). **International Students as Regional Human Capital: An Analysis of Work-Study Practices and Policy Implications for Regional Settlement**. *Industrial Economic Review*. Consulté à l'adresse https://ideas.repec.org//p/ris/kieter/023845.html
We examine whether international students' work-study practices in South Korea support the government's goal of developing regional human capital and promoting long-term settlement.

Using survey data and focus group interviews from two universities, we find that parttime employment does not necessarily reduce the amount of time students spend studying and may improve Korean language proficiency. However, most jobs are concentrated in low-skilled occupations unrelated to students' fields of study, limiting the accumulation of occupation-specific human capital. The findings suggest a gap between current work-study practices and the policy objective of preparing international students for regional labor markets. We recommend expanding major-related internships, university-industry cooperation, and integrated employment and settlement support services to strengthen the transition from study to regional employment and long-term settlement.

Wong, H. Y. H., & Chan, C. K. Y. (2026). **Assessments in Arts Entrepreneurship Education: An Investigation of Stakeholder Perceptions in Higher Education**. *International Journal of Training and Development*, *30*(4), 408-418. https://doi.org/10.1111/ijtd.70033
With the emergence of entrepreneurship education, its integration within the arts discipline remains limited. Existing literature on entrepreneurship education in higher education has primarily focused on outcomes, with assessments relatively overlooked. This study investigated entrepreneurship education assessment through the expectations and perceptions of multiple stakeholders, including students, teachers and professionals from the field of arts. An open-ended survey was administered to first and final year students at a university in Hong Kong, followed by individual semi-structured interviews with higher education students and educators, as well as professionals. Findings showed that entrepreneurship education was valued in the arts discipline, and results recommended focusing on creative processes and fostering entrepreneurial competencies to enhance employability and career management. Non-traditional but authentic and experiential approaches in evaluation methods were highlighted. In light of the findings, this study offers valuable insights to curriculum design, as well as teaching and learning in the arts discipline within higher education.

Zheng, J., & Wu, H. (2026). **Revisiting higher vocational education within metropolis: an intrinsic case study of Shanghai, China**. *Higher Education*, 92(4), 1999-2018. https://doi.org/10.1007/s10734-025-01608-8
This study explores the evolution of higher vocational education (HVE) in Shanghai, tracing its transformation within the broader context of state formation and globalization. Using an intrinsic case study approach, interviews with policymakers, college administrators, and researchers as well as observations at six higher vocational colleges (HVCs) were conducted. The analysis identifies three central themes: the role of policies and strategies at the national and local levels in shaping and transforming HVE, the impact of neoliberal globalization and local adaptation, and the role of the HVE system in the metropolis. The study also introduces a spatial triad perspective as a supplement to further discuss the status of HVE within the urban spatial structure. The findings demonstrate the complex interplay between HVE and the urban development progress, illustrating how policy and socio-economic forces shape educational practices and how the local actors respond to these dynamics.

Réussite scolaire

Azimi-Bolourian, M., Fiksenbaum, L., & Saffaran, P. (2026). **Exploring the Impact of the Jigsaw Classroom Activity on Student Collaboration, Academic Performance, Attitude, and Anxiety in a**

Graduate-Level Statistics Course. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.21114
Among cooperative learning strategies, the Jigsaw classroom activity is particularly adaptable, working well across diverse age groups and academic disciplines. This strategy is especially relevant in graduate-level statistics courses, which are notoriously difficult and intimidating for non-mathematical students. This qualitative case study explored graduate students' experiences with the Jigsaw classroom activity in a statistics course within a psychology program. Through semi-structured focus group interviews and reflection papers, participants reflected on the effectiveness of the approach and the challenges encountered. Reflexive thematic analysis identified key themes related to the students' perceptions and experiences. Pre- and post-survey results indicated a decrease in students' level of statistical anxiety. The scores on multiple-choice quizzes also demonstrated students' good understanding of the material presented. Overall, results indicated that students perceived the Jigsaw learning activity as effective in enhancing certain elements of statistical literacy, such as collaboration, academic performance, critical skills, and attitudes toward statistics, while also reducing statistical anxiety. Additionally, participants reported increased engagement and confidence in tackling statistical problems. However, challenges such as uneven effort distribution and initial confusion about the activity's structure were noted. Suggestions for addressing these challenges included clearer instructions and better time management.

Balde, A. (2026). ***École de la réussite pour tous les élèves ? : propositions et perspectives regards croises... internationaux***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/une-ecole-de-la-reussite-pour-tous-les-eleves/87019
L'ouvrage Une École de la réussite pour tous les élèves ? Propositions et perspectives. Regards croisés internationaux recense les communications qui ont été présentées lors du 21e colloque international de l'Association Française d'éducation Comparée et des échanges (AFDECE), organisé par l'Université Général Lansana Conté de Sonfonia-Conakry (UGLC-SC), et tenu du 14 au 18 janvier 2026 à la Cité des Sciences et de l'Innovation de Guinée (CSIG) à Conakry. La réflexion sur les composantes de la réussite scolaire a débouché sur des propositions visant à ne laisser aucun élève au bord du chemin, sur les grandes lignes des politiques éducatives à mettre en place pour répondre à ce défi, et enfin sur le rôle que peut jouer l'intelligence artificielle pour y parvenir. Les clés de la réussite à l'École ont été définies ainsi : un lien de confiance fort entre l'école et les familles, nécessairement associées au processus éducatif, des enseignants de qualité, humainement et professionnellement, une utilisation individualisée du numérique et de l'intelligence artificielle pour apporter un soutien à l'élève en difficulté et faciliter l'accès à l'information et aux savoirs, des chefs d'établissement formés pour accompagner l'innovation, une école où les enfants se sentent bien, où ils ont envie d'apprendre, avec des enseignants qui leur font confiance, qui les sollicitent, les encouragent et leur donnent les moyens de réussir.

Banks, J., Palmer, J. L., & Lazarus, N. (2026). **"Empower Them to Teach Us": College Persistence Among Black Deaf Students**. *The Journal of Higher Education*, *97*(7), 1276-1299. https://doi.org/10.1080/00221546.2025.2561524
Despite the critical call for diversity in higher education, deaf college students experience lower graduation rates from postsecondary settings than their hearing peers. Using narrative inquiry, we explored how Black deaf college students remain persistent when confronted with audism and racism. We sought to examine how students developed contextually specific strategies to remain persistent in phonocentric instructional environments. Three themes emerged related to factors

that influence academic persistence for Black deaf college students: (1) interactions with faculty members have dimensions that contribute to the teaching-and-learning environment; (2) access to disability support services served as a source of support for students and facilitated their academic persistence; and (3) connections with other deaf students contributed to college persistence and enhanced students' commitment to transform the culture of the campus. The collective narrative of Black deaf college students in this study is significant due to the similarities among their experiences despite being enrolled at different types of campuses, which included deaf-serving and predominantly hearing-serving colleges and universities. The application of disability critical race theory and deaf critical theory reveals the ways Black deaf college students experienced cultural taxation. There is a need to transform college campuses into more inclusive environments.

Beaudoin, M.-S., & Macfadyen, L. P. (2026). **Self-Regulated Learning Skills Contribute to Academic Success and Academic Resilience in First-Year Students Enrolled in an Online Physiology Course**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.22491

Self-regulated learners can independently plan, carry out, and evaluate their own learning process, and self-regulated learning (SRL) is positively associated with academic success. However, youth, limited post-secondary experience, and online delivery are all factors independently associated with poorer SRL skills. Since the COVID-19 pandemic, online course offerings have flourished, creating unprecedented challenges for first-year undergraduate students. Using a mixed-method approach, this study examined how SRL attitudes and behaviours contributed to the success and/or resilience of students enrolled in an online introductory physiology course. SRL skills were significantly associated with students' final grades. High-achieving students also planned to use more learning strategies that are supported by evidence compared to their lower-achieving peers. Importantly, SRL skills also contributed to student ability to improve throughout the term. "Greatest improvers" adequately identified necessary changes to their study methods and were more likely to do so early in the semester, compared to less resilient students. Conversely, an astounding 60% of low-achieving students who expressed dissatisfaction with their midterm exam grades were unable to identify alternate learning strategies to prepare for the final exam. This suggests that having a more extensive "SRL studying toolbox" allows students to choose task-appropriate study methods and to adjust their learning behaviors when necessary. Promoting academic success for entry-level students in online environments requires more than teaching course content. Rather, it necessitates instructional methods that scaffold SRL to encourage students to adopt effective learning techniques and attitudes.

Black, N., Jayawardana, D., Johnston, D., & Segal, L. (2026). ***Does Out-of-Home Care Improve Children's School Attendance?*** (Working paper N° 2026-15). Consulté à l'adresse Centre for Health Economics, Monash University website: https://EconPapers.repec.org/RePEc:mhe:chemon:paper_1792366444610_791

School attendance is central to learning and educational attainment and a key outcome for maltreated children entering out-of-home care (OHC). Using administrative records from South Australia's child protection and school systems, we estimate the effect of OHC placement on school attendance. Our dynamic difference-in-differences design exploits within-child variation, using future OHC entrants as controls. School absences are found to decline immediately following placement, with reductions persisting over the 24-month follow-up. Reductions are

largest for unexplained absences, consistent with improved routine and supervision. Further evidence suggests that attendance gains are concentrated during care rather than emerging after children exit OHC.

Brunner, E., Jiang, S., & Ross, S. (2026). ***Can Home Visits Re-Engage Chronically Absent Students? Evidence from the LEAP Program*** (Working paper N° 35961). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://EconPapers.repec.org/RePEc:nbr:nberwo:35961
Beginning in the summer of 2021, the state of Connecticut launched the Learner Engagement and Attendance Program (LEAP) where home visits by school personnel were conducted with students identified as chronically absent from Connecticut's 15 most disadvantaged school districts. Home visits were designed to connect students and their families directly with teachers to foster strong connections. We use student-level data from 2021–22 through 2023-24 to estimate event studies of the effect of LEAP on student attendance, chronic absenteeism, disciplinary incidents, and student achievement. Utilizing models that address selection into treatment timing over student observable and unobservable attributes, we find that students who received the LEAP intervention experienced approximately a 4 to 5 percentage point increase in attendance rates, a 13 to 15 percentage point decline in chronic absenteeism, and a 3 to 5 percentage point decline in the number of disciplinary incidents. Notably, initial event studies indicated increasing treatment effects over time, but after correcting for selection on unobservables treatment effects appeared constant over time. These effects were broad based, with similar impacts by gender, race and ethnicity, and free or reduced-price lunch status. These attendance and discipline results provide suggest that the LEAP intervention increased student noncognitive skills.

Chambrier, A.-F. de, & Dierendonck, C. (2026). **Expérimentation du modèle de réponse à l'intervention (RAI) en littératie et en numératie en 2e maternelle en Suisse : une étude pilote**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *49*(3), 140-162. https://doi.org/10.53967/cje-rce.7111
Response to Intervention aims to prevent academic difficulties, in particular by rapidly providing intensive pedagogical support to so-called at-risk students. The majority of studies on this model are North American, and few have focused on two learning domains. This pilot study, conducted among 155 2nd kindergarten pupils (aged 5–6) in Switzerland, examines the simultaneous implementation of Tier 2 interventions in literacy and numeracy. The aims were: (1) to compare the identification of at-risk pupils by teachers and by standardized tests, (2) to assess the feasibility of Tier 2 sessions (educational support) within the framework of ordinary classroom resources, (3) to measure the impact of these interventions on pupils' progress, and (4) to gather teachers' perceptions of the approach. The results show that standardized tests enabled more accurate identification of at-risk students than teachers' judgement alone; that a small half of the Tier 2 sessions could be implemented; that significant effects on progress were observed in numeracy but not in literacy; and that teachers' perceptions were positive in terms of acceptability and usefulness but less so in terms of feasibility.

Chen, C., Ren, H., Zhou, T., & Liu, J. (2026). **Parental Socialization of Academic Failure and Adolescent School Burnout: The Mediating Role of Failure Mindset and Moderating Role of Learning Orientations**. *Journal of Youth and Adolescence*, *55*(11), 2808-2824. https://doi.org/10.1007/s10964-026-02411-z
School burnout is an important developmental concern during adolescence, yet less is known about the role of parent socialization, particularly in response to adolescent academic failure, in

the development of school burnout over time. More specifically, limited research has examined how different forms of parental failure socialization contribute to adolescents' failure-related mindsets and how adolescents' own learning motivations may condition these associations. Using three-wave longitudinal data from 806 Chinese parent-adolescent dyads (Adolescents: Mage = 13.92 years, SD = 0.66; 53% female; students in Grades 7–8), this study examined whether adolescents' failure-is-enhancing mindset mediated the associations between parents' process-oriented and person-oriented socialization and later school burnout, and whether these associations varied by adolescents' mastery-related characteristics. Results showed that person-oriented socialization predicted higher school burnout through a lower failure-is-enhancing mindset, whereas process-oriented socialization showed the opposite pattern. Cognitive persistence strengthened the positive effects of process-oriented socialization, whereas negative reactions to failure amplified the negative effects of person-oriented socialization. Findings highlight the role of failure-is-enhancing mindset in linking parental failure socialization to school burnout and suggest that adolescents' motivational characteristics shape their sensitivity to parental messages about failure.

Chen, L. (2026). **Examining the role of emotional regulation in vocational education: effects on academic performance, self-motivation, and learning satisfaction**. *International Journal of Inclusive Education*, *30*(13), 4097-4131. https://doi.org/10.1080/13603116.2026.2615728
Emotional Regulation (ER) is one of the essential aspects of Emotional Intelligence (EI) and is crucial in processing negative emotions that affect health, well-being, and learning. The study analyzed the connection between ER and learning outcomes among Vocational Education (VE) students in the EI theoretical framework. A structured questionnaire was used to collect data by March–June 2024 on 436 students of three VE institutions in Jiangsu Province, China, using a purposive sampling method. The quantitative research design was used, and the data were analyzed using the Statistical Package of the Social Sciences (SPSS). The results indicated that ER has a large positive effect on various learning outcomes, such as Academic Performance (AP), Self-Motivation (SM), Learning Satisfaction, Collaborative Learning (CL), Problem-Solving skills (PS), and flexibility in learning and shifting working settings. Students who had a higher ER had better learning results in VE programs. The novelty of the current study is that it thoroughly explores ER and various learning outcomes based on the EI theory in a vocational setting. In practice, the findings indicate that implementing EI-based training in vocational education will be useful in improving ER and, consequently, resilience, performance, and overall learning effectiveness of students.

CONFEMEN & PASEC. (2025). ***PASEC2024 – Bilan des compétences des élèves en fin de collège en Afrique subsaharienne***. Consulté à l'adresse PASEC website: https://api-services.pasec.confemen.org/uploads/pasec2024/RAPPORT_INTERNATIONAL-PASEC2024-COLLEGE-FR-1792593688389-801636415.pdf

Cunha, F., Hu, Q., Salvati, A., Wolpin, K. I., & Zeng, R. (2026). ***Estimating, Bounding, and Decomposing the Effects of a Parent-Directed School Readiness Program*** (Working paper N° 13100). Consulté à l'adresse CESifo website: https://EconPapers.repec.org/RePEc:ces:ceswps:_13100
We evaluate JumpStart, a parent-directed school-readiness program run by a Houston-area school district, in a randomized trial spanning three cohorts. Being offered the program raises scores on a curriculum-aligned assessment by 7.6 percentage points and parental investment by

0.26 standard deviations. A model of skill formation with endogenous inputs and program participation yields an average treatment effect of completing the program of about 9 percentage points, and attributes roughly a quarter of this effect to higher measured investment. Nonparametric bounds corroborate the average effect, and a mediation analysis that relaxes part of the model's structure supports the decomposition.

da Veiga, C. R. P., de Miranda, W. D., Mota, B. M. F., Guimarães, E. T., De Pinto, L. N. O., Billet, L. G., … da Veiga, C. P. (2026). **Unlocking the power of mentorship: a comprehensive mapping of strategies to combat student attrition in higher education**. *Higher Education*, *92*(4), 2279-2303. https://doi.org/10.1007/s10734-025-01602-0
This study examines the role of mentorship programs in mitigating student attrition in higher education institutions (HEIs) through a systematic scientific mapping of 87 empirical studies published between 1978 and 2024. While previous research has explored the functions of mentorship, no comprehensive analysis has explicitly focused on its contribution to reducing dropout. Using the SPAR-4-SLR protocol and bibliometric mapping, this study investigates intellectual, structural, and thematic interactions in the field. The findings indicate that mentorship consistently provides academic, psychological, and emotional support; however, its effectiveness varies depending on institutional, disciplinary, and cultural contexts. Key gaps remain, particularly the underexploration of mentorship as role modeling. The analysis highlights that effective mentorship programs combine academic support, social integration, and personalized guidance, with growing importance in e-learning and minority student contexts. Practical implications suggest that successful mentorship initiatives require clearly defined roles, sustained mentor–mentee relationships, and inclusive strategies that are sensitive to diverse student needs. This study advances both theoretical understanding and practical guidance for designing context-sensitive mentorship programs that foster retention and student success.

Duong, T., & Zhong, J. (2026). **Low-Level Lead Exposure and Children's Human Capital: Evidence from Piston-Engine Aircraft**. *IZA Discussion Papers*. Consulté à l'adresse https://ideas.repec.org//p/iza/izadps/dp18996.html
How harmful are low levels of lead exposure to children's human capital development? We provide new causal evidence by exploiting a post-2007 surge in piston-engine aircraft activity, the largest remaining source of airborne lead emissions in the United States, driven by flight-training demand. Using a triple-differences design and longitudinal administrative data, we find that students attending schools within one mile of high-surge airports score 0.168 standard deviations lower on reading tests and are 6% and 25% less likely to graduate from high school and enroll in a public university, respectively. Estimated effects on behavioral outcomes are small and statistically insignificant.

Good, M. R., Lambert, L. A., Kush, J. M., & Blackstone, B. (2026). **Building a Learning Evidence Ecosystem: A Partnership Model for Institutional Assessment**. *Innovative Higher Education*, *51*(4), 1709-1733. https://doi.org/10.1007/s10755-026-09910-8
Beyond the financial return on investment metrics that dominate public discourse, institutions need evidence systems aligned with their core mission: student learning. This study reports on a pilot implementation of a longitudinal learning evidence ecosystem designed to track developmental gains across the undergraduate experience. Leveraging a campus-wide data collection infrastructure with response rates exceeding 95%, we examined information literacy development using matched assessments from students' first and final years. Findings revealed

modest but statistically significant gains, consistent with national benchmarks. More notably, students who entered the Honors College in their first semester demonstrated significantly stronger sophomore-year performance than later entrants, suggesting that early, structured academic engagement can yield disproportionate developmental benefits. Our collaborative model brings together assessment practitioners and academic leaders with curricular authority—such as the Dean of the Honors College—enabling exploratory, institutionally relevant assessment research. The findings illustrate how institutions can design learning evidence ecosystems that go beyond compliance, support evidence-informed decision-making, and offer a deeper understanding of educational value. We conclude with design principles for implementing similar models in other institutional contexts.

Guirkinger, C., & Stoeffler, Q. (2026). **New Economic Opportunities and Children's Outcomes: Negative Effects of Artisanal Mines on Primary Education**. *The World Bank Economic Review*, *40*(4), 939-958. https://doi.org/10.1093/wber/lhaf040
We investigate how artisanal gold mining affects household investment in primary education in Burkina Faso. Relying mostly on difference-in-difference estimations with both primary and secondary data, we find a significant, robust, and strong negative effect of artisanal mining on primary school enrolment for boys but not for girls. We explore potential channels and find that direct involvement in mining work does not explain the results. However, children appear to substitute for their parents working in mines (or other activities that developed after the mining boom). In addition, elicited perceived returns to primary education are negatively affected by the presence of mines. Both mechanisms suggest an indirect increase in the opportunity cost of education. We find no evidence of a negative income effect or of a change in school supply which could affect the direct cost of education. Our findings suggest that artisanal mining causes negative externalities on human capital accumulation that need to be addressed if mining is to contribute to poor household livelihoods.

Jamil, B., Shaoan, M. M. R., Zeyuan, Y., Irfan, S., Arif, M., & Okafor, M. U. (2026). **Impact of teachers' leadership styles and motivation on the students' academic achievement in public schools of Karachi, Pakistan**. *International Journal of Inclusive Education*, *30*(13), 4225-4247. https://doi.org/10.1080/13603116.2026.2625936
The impact of teacher leadership styles on students' academic achievement in public schools in Karachi, Pakistan, where rapid growth in privatised education and the declining credibility of public schools have created significant educational divides, leading to low staff motivation and a strict curriculum to meet academic demands. Transformational Leadership and Organisational Culture theory explores the direct effects of teacher leadership style, motivation and school culture on student academic achievement. A structured questionnaire was used to collect data from 385 public school teachers and Structural Equation Modelling was used to analyse the data with SmartPLS. The results indicate that teacher leadership style has a strong positive impact on student motivation ($\beta = 0.366$, $p < 0.001$) and academic achievement ($\beta = 0.389$, $p < 0.001$). Teacher motivation directly affects student outcomes, but does not moderate the impact of leadership style. School culture showed no moderating effect and exhibited a weak or negative association with academic achievement. The findings suggest that teacher leadership, especially that of engaged teachers, is a crucial factor in improving educational equity. These results imply that investing in leadership and motivation training for teachers can be a cost-effective strategy to improve student success in underperforming public schools.

Liu, J., Sweet, T., Chen, M., Engelberg, J., Masters, M., Clark, M., … Rice, J. (2026). **The Effects of Course-Integrated AI Tutoring on Student Performance and Engagement: A Randomized University Trial**. *IZA Discussion Papers*. Consulté à l'adresse https://ideas.repec.org//p/iza/izadps/dp18989.html
We evaluate access to a course-integrated generative AI (GenAI) tutor in a randomized controlled trial involving 2,379 undergraduate students and 30 instructors across multiple disciplines in a large U.S. public university. Among sections of the same course, tutor access reduced final grades by 0.37 standard deviations and learning management system participation by 0.90 standard deviations. Participation declines were similarly large in the full sample, and estimated academic losses were greater among first-generation students. These findings suggest that introducing an AI tutor may displace engagement with existing learning activities without improving academic performance, with potentially differential impact across student groups.

Mira, C. (2025). **Parcours de décrochage universitaire : comprendre les facteurs majeurs de réussite ou de décrochage par la marge**. *Rab'ESR*. Consulté à l'adresse https://www.canal-u.tv/chaines/cpesr/parcours-de-decrochage-universitaire-comprendre-les-facteurs-majeurs-de-reussite-ou
https://www.canal-u.tv/chaines/cpesr/parcours-de-decrochage-universitaire-comprendre-les-facteurs-majeurs-de-reussite-ou

Nunnery, J. A., & Mathies, C. (2026). **Rethinking DFW in Gateway Mathematics: Preserved, Disrupted, and Dissipated Momentum Pathways to Student Retention**. *Innovative Higher Education*, *51*(5), 2357-2382. https://doi.org/10.1007/s10755-026-09896-3
This study examines how disaggregated first-year mathematics outcomes, including failure, low-passing grades, course withdrawal, and no attempt at a credit-bearing mathematics course, are associated with second-year retention at a large, diverse, urban public university. The study extends academic momentum theory by positing and operationalizing preserved (marginal passing), disrupted (failure or withdrawal), and dissipated (non-enrollment) as qualitatively distinct momentum states rather than a single condition. Using a segmented binary logistic regression model with more than 26,000 first-time, full-time students across ten entry cohorts (2012–2021), we estimate differences in retention by mathematics outcome, course type, and cohort context. Results show a pronounced discontinuity between failure and marginal passing: students earning even the lowest passing grade were more likely to be retained than students who failed, and withdrawal was also associated with lower retention. Students who made no attempt at credit-bearing mathematics had the lowest predicted retention. Retention additionally varied by course context, with higher rates in courses that embedded supports, including College Algebra with supplemental instruction. Because institutions increasingly rely on gateway-course performance indicators to guide intervention efforts, findings underscore the value of treating failure, withdrawal, marginal passing, and no attempt as distinct momentum conditions and aligning supports to each pathway.

OECD. (2026). ***Consolidating the General Education Certificate in South Africa*** (141e éd.) [OECD Education Policy Perspectives]. https://doi.org/10.1787/06154f19-en
The General Education Certificate (GEC) is a new national qualification being introduced in South Africa at the end of Grade 9, marking the completion of compulsory education. The GEC encompasses a range of assessment methods and aims to provide a comprehensive picture of

a learner's academic achievement, abilities and readiness to transition into either Grades 10 12 in high school or technical and vocational education and training (TVET) colleges. This paper reviews the GEC and provides suggestions for strengthening it. Notably, new centrally developed Curriculum Tests present an important opportunity to assess all learners against common national standards. South Africa can use the GEC Curriculum Tests to promote high standards for all and to target support for learners with weaknesses in learning. Furthermore, the GEC's Integrated Project is an innovative approach to fostering and recognising 21st Century Skills. Additionally, the GEC's Inclinations Assessment has the potential to help learners identify future pathways but developing accessible technical and vocational options at Grades 10 12 will be key for strengthening transitions to vocational education and employment.

PASEC & CONFEMEN. (2025). ***PASEC2024 – Bilan des acquis d'apprentissage du primaire en Afrique subsaharienne***. Consulté à l'adresse https://pasec2024.confemen.org/wp-content/uploads/2026/10/RAPPORT-INTERNATIONAL-PASEC2024-PRIMAIRE-FR.pdf

pédagogique, C. (2026, novembre 5). **L'école évalue-t-elle les élèves ou les classe-t-elle ?** Consulté 5 novembre 2026, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2026/11/05/lecole-evalue-t-elle-les-eleves-ou-les-classe-t-elle/
Que désigne-t-on, au juste, quand on parle de « résultats scolaires » ? Pour Jacques Marpeau, docteur en sciences de l'éducation, enseignant spécialisé et membre de la FNAREN, et Daniel Gostain, la notion est loin d'être neutre : « la centration sur les résultats exprimés en notes se fait au détriment de l'attention portée aux processus de compréhension, d'appropriation et de transférabilité des acquis ». Ils dénoncent des « contrôles de connaissances, abusivement appelés évaluations », qui se transforment en classement des élèves et, avec Parcoursup, en « discrimination élitiste nationale ». Ils décortiquent cette notion pour ouvrir le débat et mettre en relief les enjeux de son usage, en particulier pour les élèves en difficulté, confrontés à la « menace d'une relégation sociale »

Pedraza, C. A. A., & Snow, N. R. (2026). **"Do What You Love": An Exploration of Asian, Asian American, and Pacific Islander Perceptions of Success and the Pursuit of Higher Education**. *Innovative Higher Education*, *51*(4), 1619-1648. https://doi.org/10.1007/s10755-026-09907-3
Asians in the U.S. are often associated with achieving the American Dream. This perception is frequently reinforced by reports highlighting their overrepresentation in postsecondary education and other indicators of success, contributing to the model minority myth (MMM). The MMM marginalizes their experiences with racism in postsecondary education and has also been used to challenge affirmative action policies. This paper presents findings from a broader qualitative study that explored how Asians and Asian Americans (AAA) and Pacific Islanders (PI) define success in their lives. The analysis revealed that family played a significant role in how participants understood the value and purpose of postsecondary education. Participants described the value of postsecondary education through narratives of hope and generational sacrifice. These stories shaped how they understood education and reflected expectations communicated by family members and mentors. Participants also described generational differences in how education was valued. Those recalling conversations with immigrant parents or grandparents described college as a path to upward mobility and stable white-collar employment while those from later generations more often recalled being encouraged to "do what they love" in their academic and professional pursuits. This paper contributes to discussions about the purpose and

value of postsecondary education by examining how generational perspectives shape AAA and PI experiences. The findings reveal the complexity of how success and education are understood. They challenge the model minority narrative and illustrate how postsecondary education serves different aspirations across generations.

Plourde, V., & Soucy, K. (2026). **Apprentissage hybride de la psychologie en contexte universitaire : Efficacité et perspectives étudiantes**. *The Canadian Journal for the Scholarship of Teaching and Learning*, *17*(1). https://doi.org/10.5206/cjsotlrcacea.2026.1.10998
The use of blended learning is on the rise in higher education, however, not many studies have demonstrated its effectiveness among students as well as the students' perspectives on its use, specifically in psychology courses at the undergraduate level. The purpose of this article is to document studies that have focused on the use of hybrid courses in undergraduate psychology at university. This research focuses on 1) the relationship between hybrid undergraduate courses in psychology and the academic performance of students, 2) their perception and level of satisfaction toward hybrid courses, and 3) factors that can contribute to academic success and having positive experiences when enrolled in hybrid courses. Despite the limited number of studies identified, the results are promising for the teaching of psychology in blended format at the university level.

Rasmussen, N. D., & Felix, A. (2026). **Long Haulers: Successful Interventions for Ed.D. Completion**. *Innovative Higher Education*, *51*(5), 2139-2161. https://doi.org/10.1007/s10755-026-09879-4
Addressing the high attrition rates in doctoral programs is crucial to enhancing the experiences of students who invest time and money in the degree, maximizing the efficient use of faculty and institutional resources, and enriching society with doctoral-credentialed experts. This interpretive phenomenological analysis presents data from long hauler students who nearly timed out of an Ed.D. program at a Midwest university yet persisted to complete their dissertations and graduate within the university's seven-year completion window. Understanding their experiences can inform doctoral departments in all fields, and particularly in Ed.D. programs, about the pitfalls students typically encounter and, most importantly, how they can overcome them instead of dropping out of their program. In alignment with the literature on attrition and completion in doctoral programs, this study found that positive advisor-student relationships and consistent informal structure were essential during the dissertation-writing phase, when students no longer have the formal coursework organization to rely on for assignments and deadlines. The study also discusses the authors' successful strategies for significantly decreasing their educational leadership department's attrition figures, particularly closing the graduation gap between students of color and white students.

Schneider, K. R., Barulich, D., & Hyde, M.-M. (2026). **Tracking High-Impact Practices: A Systematic Process for Campuswide Engagement**. *Innovative Higher Education*, *51*(5), 2455-2476. https://doi.org/10.1007/s10755-026-09902-8
High-Impact Practices (HIPs) are widely recognized for enhancing student engagement, academic achievement, and equity, particularly among underserved populations. At the University of Central Florida, a large institution with nearly 60,000 undergraduates, a comprehensive, scalable model for tracking HIP participation was developed across six key areas: Capstones, Experiential Learning, Study Abroad, High-Impact Practice Course Designations, Learning Communities, and Undergraduate Research. This model, built through a close partnership between HIP leaders and institutional research, has enabled the creation of

interactive dashboards that provide faculty and staff with real-time, disaggregated data to inform decision-making and comprehensive planning. Drawing on five academic years of data (2019–2024), we report on over 205,000 HIP experiences involving nearly 88,000 unique students. First-time-in-college (FTIC) students have higher engagement than their transfer counterparts. First-generation college students are much less involved in learning communities, but do not have as large a gap in participating in other HIPs. Underrepresented minority students also have a more complex involvement landscape, with greater year-to-year variation. As expected, HIP involvement is more prevalent among seniors. Additionally, our work showed a strong correlation between HIP participation and improved on-time graduation outcomes for both traditional and transfer students. Our findings demonstrate that centralized tracking supports strategic initiatives and provides opportunities to plan to close equity gaps. The model could be replicated and modified at other institutions to meet their needs and landscape.

Seveno, R., & Tanguy, E. (2026). **Les étudiants acteurs de leur formation : un renforcement du bien-être et de leur engagement**. *Diversité et Réussite[s] : engagement, bien-être et capacitation*. Consulté à l'adresse https://nantes-universite.hal.science/hal-05839754
Un retour d'expérience sur la mise en place d'un enseignement en mode comodal dans une UE de 1ère année de licence informatique à Nantes Université est présenté. L'objectif de ce mode d'enseignement est de renforcer le bien-être et l'engagement des étudiants en leur offrant davantage d'autonomie. Le principe repose sur la possibilité pour les étudiants de choisir entre suivre les séances en présentiel ou travailler de manière asynchrone à partir de ressources pédagogiques complètes mises en ligne. Cette liberté d'organisation favorise leur implication et améliore l'ambiance en cours, puisque les étudiants présents sont volontaires. Les résultats d'un sondage réalisé sur la promotion montrent une forte adhésion à ce dispositif. La mise en œuvre nécessite toutefois un investissement important de la part des enseignants pour concevoir des ressources adaptées. Afin de renforcer l'engagement des étudiants, des ateliers d'autoformation et de création de ressources éducatives libres ont été proposés, ce qui va dans le sens de la politique de Nantes Université en matière d'éducation ouverte. Les premiers résultats indiquent que rendre les étudiants acteurs de leur formation contribue à leur bien-être, à condition d'un accompagnement de qualité. Les détails de ces expériences seront présentés lors de DIRES 2026.

Shaver, E. L., McHugh, L. C., & Kember, J. (2026). **School-Based Educational Involvement for Families With a History of Parental Incarceration: A Systematic Review**. *Psychology in the Schools*, *63*(11), 1614-1630. https://doi.org/10.1002/pits.70190
An estimated 5.1 million children in the United States have experienced parental incarceration (Annie E. Casey Foundation 2016). Only recently has research begun considering protective factors in mitigating negative school-based outcomes associated with this experience. Parental educational involvement is a critical factor in student outcomes, yet there is a gap in research regarding its role for underrepresented student populations, particularly those affected by parental incarceration. This systematic review addresses this gap by evaluating the nature of school-based educational involvement for families affected by parental incarceration and by investigating the barriers and facilitators to that involvement. Our review of seven studies revealed mixed evidence. We identified key takeaways: parenting and literacy programs have the potential to facilitate involvement, family narratives are crucial to understanding engagement, and there is a need for further studies that disaggregate between maternal and paternal incarceration. Although studies identified barriers and facilitators, methodological

differences and the small number of studies prevented clear, definitive conclusions. The findings highlight the urgent need for future research to adopt consistent terminology and methodology. Implications for school psychologists include employing a strengths-based, family-centered lens that acknowledges the unique challenges and diverse ways families affected by incarceration engage with their children's education.

Tzintzun, I., Schwarz, L., Lawrence, A., & Thomas, M. (2026). ***Effects of Extreme Temperature Exposure on Learning*** (Working paper N° 866). https://doi.org/10.22617/WPS260482-2
As temperatures rise, understanding how extreme heat impacts student performance becomes increasingly important. This paper examines how exposure to high temperatures affects student learning and exam performance through cumulative channels. Using administrative records from Cambodia's grade 12 national examination (2014–2023) linked with high-resolution reanalysis climate data, we estimate the impact of sustained heat during the school year on learning, proxied by exam scores. Our findings reveal that sustained exposure to high temperatures significantly reduces test scores, particularly among students in the social science track. A 1°C increase in average school year temperature lowers social science scores by roughly 0.05 standard deviations, suggesting that heat hampers the accumulation of learning over time. The results underscore that heat affects human capital formation and that adaptation capacity varies across socioeconomic and demographic groups. Students in the science, technology, engineering, and mathematics (STEM) tracks and those accustomed to hotter climates display partial resilience, while female social science track students remain disproportionately exposed. Policy responses can improve classroom infrastructure and scheduling to reduce cumulative heat stress. Understanding these pathways is essential for designing education systems that remain equitable and resilient in a warming world.

Valeurs

Alaïs, A. (2024). ***Les valeurs du sport et de l'Olympisme : La condition d'une éducation à construire. Un point sur les acteurs du sport performance et le cas de la Guyane*** (Thesis). Consulté à l'adresse https://hal.science/tel-05770368/document
Si au début des années soixante les perspectives éducatives du sport semblaient unanimes, cinquante ans plus tard, la prudence l'emporte et l'éducation par le sport doit encore faire ses preuves. C'est ce qui ressort notamment, des contradictions relevées entre la réalité des pratiques sportives de haut niveau et professionnelles, et les valeurs véhiculées par le sport et l'Olympisme. A titre d'illustration, les problématiques liées à une pratique autoritaire d'entrainement, l'atteinte à l'intégrité physique et mental, la tricherie, le dopage et la corruption. Ainsi, l'impact réel que peuvent avoir les valeurs du sport et de l'Olympisme dans la forme et dans le fond sur les individus, est au centre des préoccupations des présents travaux de recherche. A vrai dire, exercent-elles une influence qui reste au stade de l'imaginaire ou de la croyance, ou peuvent-elles faire l'objet d'une réalité palpable, offrant un champ large de perspectives éducatives et contribuant à une amélioration durable des résultats sportifs. En ce sens, est-il possible de lier performance et valeurs dans le champ du sport performance par exemple et ce sur le long terme ? C'est au travers d'entretiens et de l'analyse de retours d'expérience d'acteurs du sport performance, tels que les sportifs de haut niveau ayant participé à de grandes compétitions à l'instar des Jeux Olympiques, que se profilent les

conditions d'une possible compatibilité entre « performance et professionnalisation » et « éducation aux valeurs du sport et de l'Olympisme ».

Amsellem-Mainguy, Y., & Lardeux, L. (2026). **De jeunes ruraux en France : un rapport au féminisme déconflictualisé ?** *Travail, genre et sociétés*, (56), 201-205. https://doi.org/10.3917/tgs.056.0201

Batista, L. F., & Helal, D. H. (2026). **Transformative learning as a reflection of social innovation education: A theoretical-empirical framework**. *International Review of Education*, *72*(5), 889-913. https://doi.org/10.1007/s11159-025-10219-5

The literature suggests that social innovation in education can generate transformative learning. This article examines the curriculum and practices of a Brazilian school, building upon the framework proposed by the authors in 2023. A case study, documentary research, non-participant observation and semi-structured interviews were conducted and thematically analysed using content analysis. The results demonstrate a model of education that fosters autonomy and contributes to participants' emancipation. Inspired by the work of Paulo Freire, this qualitative exploratory study concludes by suggesting future studies, such as a contextual comparative analysis of the resistance of actors involved in innovation. It provides insights to improve practices and develop new models of educational management, putting forward a vision of education that is autonomous and contributes to the emancipation of those involved in citizenship and social roles. This benefits both management and education researchers, as well as the actors within the educational system itself.

Benet Riviere, J. (2026). ***Enseigner à produire autrement : les ambivalences de l'ecologisation de l'enseignement agricole***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/enseigner-a-produire-autrement/87010

Face à l'urgence écologique, l'enseignement agricole occupe aujourd'hui une place centrale dans la formation des futurs professionnels de l'agriculture et de l'environnement. Mais comment cette institution, historiquement liée à la modernisation productiviste de l'agriculture, s'est-elle transformée pour intégrer les enjeux écologiques ? Cet ouvrage propose une synthèse sociohistorique inédite des transformations curriculaires de l'enseignement agricole face à la transition écologique. Des premières formations en gestion de la nature dans les années 1970 à la diffusion contemporaine de l'agroécologie et des plans « Enseigner à produire autrement », il retrace les étapes, les tensions et les recompositions qui ont progressivement fait de l'environnement un enjeu central des formations agricoles. L'auteur met en lumière les ambivalences de l'écologisation des curricula : entre le maintien d'héritages productivistes, les injonctions ministérielles à la transition, les résistances professionnelles, les appropriations différenciées par les enseignants et les élèves, et l'émergence de modèles alternatifs. À travers le cas exemplaire de l'enseignement agricole, ce livre éclaire plus largement les transformations contemporaines des institutions de formation confrontées aux enjeux écologiques, sociaux et politiques de notre temps.

Castiello-Gutierrez, S., & Abu Salih, H. (2026). **The Statement Trap: A Critical Discourse Analysis of AAU University Presidents' Statements on International Conflicts**. *The Journal of Higher Education*, *97*(7), 1300-1326. https://doi.org/10.1080/00221546.2025.2570003

Using critical discourse analysis on public statements, this study examines how 69 AAU presidents responded to the October 2023 Israel-Palestine conflict re-escalation. Grounded in Public Sphere Theory, our study reveals a pervasive 'statement trap,' with 94% of AAU universities releasing a statement, and 49% of those institutions pressured to revise, clarify, or retract their initial

statements. The study also explores the complex interplay of institutional priorities like safety, free speech, and anti-discrimination, exposing inconsistencies in their application. By analyzing discursive strategies and power dynamics, this study shows how universities function as contested spaces with multiple, unequally weighted counter-publics, challenging the ideal of a singular, neutral public sphere. This work illuminates the precarious position of universities in navigating sensitive issues and offers insights into higher education's evolving role in shaping public discourse.

Chea, P., & Deng, F. (2026). **Assets and Threats of Generative AI in Higher Education: Exploring Chinese Postgraduate Students' Perceptions**. *Innovative Higher Education*, *51*(5), 2163-2210. https://doi.org/10.1007/s10755-026-09886-5
Generative artificial intelligence (GenAI) has rapidly entered higher education, reshaping how students learn, produce, and engage with knowledge. This study explored postgraduate students' perceptions of GenAI as both an educational asset and a potential threat. Using a mixed-methods design, data were gathered from 217 postgraduate students across multiple universities in Mainland China through an online survey combining quantitative measures and open-ended reflections. Findings indicated that students widely recognized GenAI's usefulness for enhancing learning efficiency, creativity, and academic writing, while simultaneously expressing concern about its ethical implications, possible overdependence, and the erosion of critical thinking skills. Students' views reflected a balanced awareness of GenAI's promise and peril, illustrating how enthusiasm and caution coexist in contemporary learning contexts. The results suggest that higher education institutions should move beyond polarized debates and focus on fostering ethical literacy, critical engagement, and pedagogical strategies that empower learners to use GenAI responsibly and effectively.

Cho, S., Kim, J. H., & Ro, W. (2026). **L'électorat jeune en Corée du Sud : victimisation des hommes et résurgence féministe**. *Travail, genre et sociétés*, (56), 179-184. https://doi.org/10.3917/tgs.056.0179

Cyr, G., Bouchard-Fortier, M., Bruyère, M.-H., Riopel, M., & Bastien-Charlebois, J. (2026). **Développement de schémas anatomiques inclusifs de la diversité sexuelle, de genre et des caractéristiques sexuées**. *Revue hybride de l'éducation*, *10*(4), 1-43. https://doi.org/10.1522/rhe.v10i4.2061
Cet article présente une recherche-développement visant la conception de schémas anatomiques inclusifs pour l'enseignement de l'anatomie sexuée dans les cours de sciences et technologie au secondaire. Une recension des outils didactiques disponibles a démontré qu'ils ne répondaient pas aux besoins des enseignantes pour leur démarche d'inclusion de la diversité sexuelle, de genre et des caractéristiques et qu'ils véhiculaient une vision exagérément binaire des corps sexués, centrée sur la reproduction et faisant l'amalgame entre sexe et genre. La démarche collaborative a permis de développer des schémas et des textes explicatifs fondés sur l'homologie des organes, un vocabulaire non pathologisant et une représentation de la diversité des caractéristiques sexuées, incluant des variations intersexes. Grâce à des mises à l'essai avec des expertes et des enseignantes, ces outils permettent de concilier inclusion et rigueur scientifique.

Durovic, A., & Haute, T. (2026). **En France, une jeune génération plus progressiste, mais plus clivée**. *Travail, genre et sociétés*, (56), 195-199. https://doi.org/10.3917/tgs.056.0195

Fernandez, S. B.-, Chimento-Díaz, S., Denche-Zamorano, Á., Alcalá-Cerrillo, M., Adsuar, J. C., & Salas-Gómez, D. (2026). **A descriptive cross-disciplinary study on social responsibility in university students**. *Tertiary Education and Management*, *32*(4), 411-427. https://doi.org/10.1007/s11233-026-09183-y
This descriptive cross-sectional study explores the levels and dimensions of University Social Responsibility (USR) as perceived by undergraduate students across different academic disciplines at the University of Extremadura. A total of 121 students from diverse fields participated by completing the University Student Social Responsibility questionnaire (RSEU), a validated multidimensional instrument. Descriptive and multivariate analyses were conducted to identify patterns based on gender and fields of study. The results indicate that most students perceived a medium to high level of social responsibility, with Health Sciences students scoring significantly higher in key dimensions such as personal exploration of values, responsibility development during university training, and professional commitment to the common good. No significant gender differences were observed in the overall RSEU score, although some variations were found in specific items. These findings offer relevant insights into the implementation of USR as a cross-cutting institutional strategy and suggest the value of providing opportunities to strengthen social responsibility across academic disciplines, particularly in non-Health disciplines.

Fernández, S. D., & Windish, H. (2026). **La manosphère espagnole : les jeunes hommes particulièrement touchés ?** *Travail, genre et sociétés*, (56), 207-210. https://doi.org/10.3917/tgs.056.0207

Galloro, P. (2026). **Aborder les stéréotypes et les préjugés en formation**. *TransFormations - Recherches en Education et Formation des Adultes*, (30), 6-19. Consulté à l'adresse https://transformations.univ-lille.fr/index.php/TF/article/view/734
This text examines the role of stereotypes and prejudices in training programmes on issues relating to disability, drawing on the theory of social representations and a socio-historical approach to visuality and discourse. The analysis is structured around three main themes: historicity – the way in which past images and frameworks (particularly colonial ones) continue to shape perspectives in training; the role of moral entrepreneurs and the dynamics of moral panics that moralise certain training topics; and the spectacular dimension – how media coverage and repetition transform stereotypes into archetypes of memory. The aim here is twofold: to produce a theoretical synthesis that links social representations and regimes of visibility, and to critically examine practical tools for education aimed at deconstructing stereotypes. Keywords: disability, prejudices, social representations, stereotypes, training.

Howell, W. G. (2026). **Trust Violations in Research Universities**. *Journal of Economic Perspectives*, *40*(4), 53-72. https://doi.org/10.1257/jep.20251484
By nearly twice as much as in any other institution that Gallup tracks, public trust in research universities has fallen over the past decade. The causes are not only external. This essay examines two violations of trust that originate within the academy: research that is driven by political advocacy, and a professoriate whose range of ideological viewpoints has narrowed, especially in the humanities and social sciences. The first subordinates the pursuit of truth to political aims; the second erodes the diversity of perspectives that checks individual biases and lets research correct itself. Both break faith with the arguments originally advanced for tenure and academic freedom. Restoring trust demands a renewed commitment to disinterested inquiry and the

cultivation of intellectual pluralism—objectives, both, that are best adopted voluntarily, without state censor or interference, and promptly.

Hudde, A. (2026). **Le vote en Allemagne : les jeunes femmes à gauche, les jeunes hommes à droite ?** *Travail, genre et sociétés*, (56), 173-177. https://doi.org/10.3917/tgs.056.0173

Jacq, M., Rodríguez-González, P. M., & Paolinelli Reis, B. (2026). **Teach to Restore, Restore to Teach: exchanging innovative pedagogical practices in Ecological Restoration**. *SERE 2026 : Plan for tomorrow, restore now*. Consulté à l'adresse https://hal.science/hal-05738693

Lu, H., & Dasli, M. (2026). **The construction of neoliberal subjects through China's English language education policies**. *Journal of Education Policy*, *41*(6), 904-929. https://doi.org/10.1080/02680939.2026.2640560
This paper presents findings from a critical discourse analysis of 10 English Language Education (ELE) policy documents published in China after 1978. Using the Text as a Critical Object (TACO) framework, the study examines how neoliberal principles are gradually embedded in ELE policies and how they contribute to the construction of students as neoliberal subjects. The analysis of the policy documents identifies two major themes. The first theme, the instrumentalisation of English, highlights the contradiction between treating English as a tool for competitiveness in the neoliberal market and the need to construct socialist collective ideas. The second theme addresses the transition from ideological education to 'humanity' in ELE, showing how policies strategically use the collective ideas to integrate personal development through learning English with national neoliberal goals. Based on these findings, this paper argues that ELE policies in China discursively construct students as neoliberal subjects who are expected to balance market-oriented skills with nationalist ideals. This reveals how ELE policies legitimise market-oriented objectives with nationalism, providing implications for understanding how neoliberalism governs individuals through educational policies. This study contributes to the broader debates on how neoliberalism shapes and manages individual behaviour with market-oriented values in the field of education globally.

Montigny, B. de. (2026). **Éduquer à la sexualité dans un contexte de diversité : expérience à la formation à l'enseignement et pistes didactiques**. *Revue hybride de l'éducation*, *10*(4), 1-31. https://doi.org/10.1522/rhe.v10i4.2123
Former à l'éducation à la sexualité peut apparaître comme un défi d'envergure face à une population étudiante diversifiée (Dalley et Nzali, 2022). Dans cet article autoethnographique, j'argue qu'une formation obligatoire destinée aux étudiant.es à la formation en enseignement incluant certains contenus spécifiques souvent considérés comme tabous (Engebretson, 2021) apporte son lot de défis, mais peut contribuer, lorsqu'elle est encadrée par des intentions claires et guidée par une pédagogie critique (Richard, 2019) et féministe, à favoriser l'agentivité des futur.es enseignant.es (Brunet et Demers, 2018). L'article s'articule autour de trois citations d'étudiant.es, déconstruites à l'aide de la Toile de l'égalité (Collet, 2018). Les résultats démontrent qu'il est possible de parler de sexualité positive en respectant les lois et valeurs canadiennes ainsi que les valeurs et croyances propres à chaque personne étudiante.

Murillo, F. (2026). **The curriculum of Frankenstein: or the education of a monster**. *Journal of Curriculum Studies*, *58*(5), 725-736. https://doi.org/10.1080/00220272.2025.2531369

In this literary study essay, I ask what might be revealed to us when rereading Frankenstein from a reconceptualized perspective of curriculum, a perspective sensitive to the educational lived experience of the human person. To do this, I provide commentary on key passages along the novel, focusing on three salient features that emerge from that hermeneutical reading: the existential aspect of becoming (and its inherent sense of solitude, alienation, but also hope), the need for transcending mere being and becoming, aspiring to not only fulfilment but also goodness, and the caution that however carefully planned, the educational process of becoming can go wrong, including tragic consequences. Positioned within a reconceptualist tradition of curriculum, the analysis presented here presents a cautionary tale about overemphasizing a single aspect in educational experience, such as cognitive competencies, skills or political stances, while neglecting a relation to ethics, morals, attunement to self and other, and what makes us more fully human. Methodologically, the essay shows a concrete example of a literary study as educational research.

Off, G., & Windish, H. (2026). **Les jeunes hommes face au genre et à la sexualité : contrastes entre les pays nordiques**. *Travail, genre et sociétés*, (56), 185-193. https://doi.org/10.3917/tgs.056.0185

Perrier, M. (2026, novembre 12). **Pour l'éducation à la vie affective, relationnelle et sexuelle, l'école pourrait mieux faire | Alternatives économiques** [Alternatives économiques]. Consulté 13 novembre 2026, à l'adresse https://www.alternatives-economiques.fr/education-a-la-vie-affective-relationnelle-et-sexuelle-l-ecole-peut-mieux-faire_12-11-2026
Les programmes scolaires devaient généraliser, dès la rentrée 2025, des séances d'éducation à la vie affective et relationnelle pour tous les élèves. Et, dans le secondaire, à la sexualité. Mais leur application patine.

Regmi, K. D. (2026). **Degrowth, deresponsibilisation and decolonisation: Critical climate pedagogy for global climate justice**. *International Review of Education*, *72*(5), 927-947. https://doi.org/10.1007/s11159-025-10225-7
Education for sustainable development (ESD) is an overarching framework that views the causes of and solutions for climate change through an educational lens. Global climate policy documents reveal that international mechanisms created to address the climate crisis, such as the United Nations Framework Convention on Climate Change, have had partial to no success. In addition, while the scholarly literature on ESD emphasises the role of education for sustainability, it often fails to critique the discourses of capitalism, neoliberalism and neocolonialism. By analysing global policy documents, reviewing scholarly literature and drawing theoretical ideas from critical pedagogy, this article develops critical climate pedagogy as a new framework. The three components of this theoretical-pedagogical framework – degrowth, deresponsibilisation and decolonisation – are discussed as a way to guide the praxis of key educational stakeholders, such as policymakers, leaders, teachers and students, in order to advance climate justice.

Sow, A. B. (2026). ***Naufrage de l'université sénégalaise : mecanismes silencieux d'une crise et conditions d'une... refondation***. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/le-naufrage-de-l-universite-senegalaise/87094
Derrière la crise visible de l'université sénégalaise (grèves, années blanches, effectifs pléthoriques) se dessine une crise plus silencieuse : celle des mécanismes institutionnels, administratifs et relationnels qui minent peu à peu la crédibilité de l'enseignement supérieur. Opacité des procédures, poids des réseaux d'influence, favoritisme, clientélisme, corruption

discrète, affaiblissement de l'évaluation et érosion du mérite. Fruit d'un retour au pays et d'observations prolongées, cet essai adopte une approche résolument systémique. Il ne cherche ni le scandale ni le règlement de comptes : les situations, anonymisées, y sont lues comme des logiques de pouvoir et de gouvernance, non comme des fautes individuelles. Mais l'auteur refuse la résignation. La refondation, rappelle-t-il, ne dépend pas seulement des moyens : elle exige de restaurer la confiance, la transparence, l'éthique scientifique et un mérite réellement appliqué. Un livre d'analyse, d'alerte et d'espérance. « Je n'écris pas contre l'université sénégalaise. Je l'écris parce qu'elle mérite mieux que la résignation. »

Wang, X., & Wang, H. (2026). **Integrating ideological and political education into modern open and distance learning: enhancing civic engagement and inclusivity in higher education**. *International Journal of Inclusive Education*, *30*(13), 4351-4376. https://doi.org/10.1080/13603116.2026.2632779

Higher learning institutions are transforming towards digital technology, making it timely to consider Ideological and Political Education (IPE) strategies in democratic citizenship within the Modern Open and Distance Education (MODE) framework through inclusion. This quantitative study examines how educational approaches and sociocultural contexts support IPE in a digital environment. Data were collected using a synchronised survey instrument with purposively sampled students. The valid responses of 250 students are analysed using the Statistical Package for the Social Sciences (SPSS). Findings suggest that MODEs is successful in engaging students' conceptual and ideological literacy ($t = 8.336$, $p = 0.000$) with structured curriculum resources combined with theory-based instruction and learning strategies ($t = 19.508$, $p = 0.000$). The combination of teaching methods had a considerable positive result ($t = 9.935$, $p = 0.001$), whereas sociocultural ($t = 9.102$, $p = 0.000$) and accessibility also had significant effects ($t = 13.729$, $p = 0.000$). Although inclusive and effective civic teaching, this study provides a theoretical framework that explains interactions of teaching strategies, content design, and socio-cultural considerations in a more empirical way. The implication is for educators and policymakers who are interested in improving IPE and meeting the learning needs of the modern generation.